

Guidance for Completing

EDLA Digital Learning Plan

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Early Observations by MDE Reviewers

- Attachments (board policies, adopted instructional materials, professional development plans) mentioned, but not uploaded
- Missing responses (entirely blank or individual responses)
- Partial answers (instructional materials for only some grades or subject areas mentioned)
- Lack of detail for not only students with disabilities, but also for special populations

District Response Resource (InstDLP & SpedDLP)

- MDE staff have developed a listing of key terms and ideas for the InstDLP and the SpedDLP components of district plans
- Guidance is broken down by question
- Guidance may be helpful for review prior to submission or for editing rejected plans

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15

Responsible Use

Describe how your district has updated your acceptable use policy to address the use of devices and other technology purchased under the EDLA Program. The policy shall include a provision requiring students, parents or guardians, teachers, administrators and other staff to agree in writing to the provisions in the policy, and may include fines for intentional loss or damage to devices. The policy shall also include a provision acknowledging that the school shall assume control of ownership and liability for devices and other equipment purchased under this grant program. Do your security and privacy policies reflect the needs and risks of students and teachers working from home?

Plans may include the following:

- Fixed asset inventory
- Updated security and privacy policies addressing:
 - Written agreement to provisions
 - Control of ownership and liability
 - Needs/risks of at-home learning
- Impact on students with disabilities, EL, homeless, economically disadvantaged students, migrant, neglected/delinquent, and children in foster care

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16

Modality

Describe your district's policies and expectations regarding attendance and student/teacher interactions in the traditional, synchronous, asynchronous, or hybrid settings.

Plans may include the following:

- Established/updated policies on remote learning attendance
- Established/updated policies around student/teacher interactions and expectations for remote learning

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17

Continuity

Explain your plan for instruction to continue -- whether you are starting the school year in a traditional, hybrid, or digital (synchronous or asynchronous) mode -- in the event that COVID-19 leads to school closures or groups of students are quarantined at home. Are you able to continue essential functions remotely, including instruction, technical operations, child nutrition, and leadership (including school board meetings)?

Plans may include the following:

- School Board meetings to develop policies and address issues
- Technical plans - remote or hybrid - and contingency for outbreaks
- Plans for continuous instructional delivery that include contingency plans (remote instruction, face-to-face instruction plan)

Plans may include the following:

- Plans for lunches or breakfast
- Plans for ensuring all special education and related services are provided as outlined in the IEP
- Plans for continued implementation of Individualized Reading Plans, Language Service Plans, 504, MTSS documentation review/revision; discuss service delivery models and whether services will remain same or need revision

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18

Communications

How has the district designed and deployed a robust digital communication system that is responsive to individual families, and that staff can use to communicate frequently with parents about about their child's education?

Plans may include the following:

- Using digital platforms such as:
 - District/school websites social media
 - Learning management systems

Plans may include the following:

- Student information packages that include communication options robocall systems
- Addressing language or other accessibility barriers that might exist for students and parents that meet criteria for special populations (students with disabilities, EL, homeless, economically disadvantaged students, migrant, neglected/delinquent, and children in foster care)

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19

Meta Data/ Data Driven Decision Making

Describe how your district will observe, guide and support the continuous improvement of teachers as they deliver digital learning.

Plans may include the following:

- Developing virtual protocols and expectations for digital learning and instruction (remote, hybrid, or traditional setting)

Plans may include the following:

- Creating a virtual guide to align with the Mississippi Professional Growth Rubric to gauge and provide feedback on teacher performance
- Developing key instructional indicators that should be observed when delivering virtual learning
- Recording virtual sessions and conducting teacher follow-up discussions

Plans may include the following:

- Connecting/Logging in to instructional platforms multiples times throughout the semester to observe instruction
- Peer (virtual classroom) observations
- Professional Development (whole group/individualized) to effectively use digital tools and applications
- Professional Learning that is ongoing
- Professional learning plans for non-instructional staff

Plans may include the following:

Districts may also speak to digital learning in the following settings (hybrid/traditional):

- Conducting teacher observations to observe the use technology and implementation of digital platforms
- Monitoring and following up on digital platform usage expectations
- Conducting focus faculty meetings to ensure consistency of digital learning, instructions and platforms

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20	Meta Data/ Data Driven Decision Making	Other than student grades, describe the measures your district will use to evaluate the effectiveness of technology-enhanced instruction and assessments?
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Plans may include the following:

- Ungraded formative assessments
- Usage reports or login information for LMS or other learning platforms

Plans may include the following:

- Administrator observation of digital classrooms
- Teacher/Student/Parent surveys
- Helpdesk traffic and incident reports

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21

Meta Data/ Data Driven Decision Making

Describe how your district will capture and report data on the performance/effectiveness of your digital learning program. How will your district ensure all students and teachers have the devices, connectivity, software and instructional content they need? How will you identify and address gaps to ensure teachers are able to teach and students able to learn in your digital learning program?

Plans may include the following:

Capture and report data on the performance/effectiveness:

- Usage reports or login information for LMS or other learning platforms
- Assessment results

Plans may include the following:

Ensure all students and teachers have the devices, connectivity, software and instructional content:

- number of teachers and students
- Number of current devices/number of devices ordering through EDLA or other funding sources
- Number of licenses to cover teachers and students for LMS, digital curricula, interventions, and other software

Plans may include the following:

- Assistive Technology for students with disabilities
- Connectivity plans for all students and teachers (hotspots, increase Wi-Fi capacity at school/community locations, etc.)

Plans may include the following:

Identify and address gaps to ensure teachers are able to teach and students able to learn:

- Screeners/diagnostic assessments
- Professional development for teachers to address learning gaps and interventions
- Gaps in teacher/student participation in digital learning

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22

Teacher PD

Describe the digital learning-related knowledge and skills of your teachers and administrators in the following areas:

1. use of your district's learning management system (LMS)
2. use of other online tools used by the district, including virtual conferencing tools and productivity tools
3. planning and organizing a digital classroom
4. planning digital lessons/units/modules
5. creating and curating digital high-quality instructional materials and content
6. digitally assessing student learning and using data to inform instruction
7. providing digital supports, accommodations, and modifications to ensure success of all learners
8. maintaining student engagement and building relationships with students and parents in a digital setting
9. maintaining integrity of student work
10. other skills (if needed)

Plans may include the following:

- Previous experience using LMS or other online tools
- District Instructional Technology staff
- Teacher professional development in the following areas:
 - LMS or other online tools
 - Organizing a digital classroom

Plans may include the following:

- Teacher/parent, teacher/student, student/student communication expectations
- Using formative and summative assessment data to inform digital instruction
- Use of digital curriculum
- Alternative assessment types (multimedia presentations, video responses, etc.) and other security measures to ensure academic integrity

Plans may include the following:

- Professional Learning Plan (vendor specific based on selected high-quality instructional materials)
- Virtual Coaching
- Social Emotional Learning plan

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23

Teacher PD

Indicate how many of your teachers and administrators (number and percent) are ready based on the following levels of digital instruction readiness:

1. Level 3: Trainer = ready to help others (advanced and sharing knowledge/skills with other teachers)
 - a. MS Innovative Educator
 - b. Apple Distinguished Educator
 - c. Google Certified Trainer
2. Level 2: Influencer = ready (advanced within their own classroom)
3. Level 1: Beginner = minimally ready (basic within their own classroom)
4. Level 0: Not Ready = lacking needed knowledge and skills (struggling)

Plans may include the following:

- Provides total number of teachers and administrators
- Provides number of teachers and administrators at each level (0-3)
- Provides percentage of personnel at each level (0-3)

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24

Teacher PD

Each district should be supporting all teachers to reach Level 2: Influencer and at least 1 teacher per 100 (or 1 in every site) to reach Level 3: Trainer. Please describe your district's plan to provide the training and professional development to help your teachers and administrators (including new hires) reach this goal.

Plans may include the following:

- Describes PD opportunities that will be provided to all teachers (new and veteran) to support teachers to reach Level 2 (i.e., participation in online trainings, webinar series, PLCs, etc.)
- Provides evidence of how many teachers will need to reach level 3 and actionable steps to obtain specific credentials (i.e., Google Certification, Apple Distinguished, or MS Innovative Educator)

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25

Teacher PD

Will your district rely on MDE-provided professional development for your teachers and administrators, provide your own, or use both? [SEE ASSURANCES]

Plans may include the following:

District indicates PD will come from

- MDE only
- Internal only
- Mixture of MDE and Internal

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26

Teacher PD

How many hours per teacher and administrator will your district commit during each academic year so they can receive the training and professional development they need? List anticipated professional development topics, dates, provider, and the standards that will be followed during the professional development. [SEE ASSURANCES]

Plans may include the following:

Plan provides timeline for PD including:

- PD Topics
- PD Dates and Times
- PD Provider(s)/Vendors
- Include any PSEL Standards that may be addressed

NOTE: This could be in the form of agendas, CEU applications, or some other form of evidence.

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27

Teacher PD

Classroom instruction can be an isolating experience for teachers. Please describe how your district will ensure teachers remain connected to each other, the administration, the support systems and professional development opportunities.

Plans may include the following:

- Teacher-to-teacher connections (i.e., common planning times, collaboration tools, faculty meetings, etc.)
- Teacher-to-Coach/PD (i.e., ways to contact instructional coach, PLCs opportunities, virtual coaching, etc.)

Plans may include the following:

- Teacher-to-administration (i.e., virtual office hours, scheduled meetings, digital classroom observations, etc.)
- Teacher-to-supports/PD (i.e., ways to contact support staff, dissemination of PD opportunities, etc.)

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28

Teacher PD

Beyond digital learning instruction, please describe what other responsibilities your district will expect teachers and administrators to manage, and whether they have received the training they need to carry out those responsibilities.

Plans may include the following:

- New responsibilities for teachers (include all special area teachers, teacher assistants, etc.) and administrators
- Training provided to support all responsibilities listed

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29

Assessment

Do your district's existing assessments and platforms work in digital learning? How are formative and summative assessments, in addition to other instructional activities, to be distributed, collected, graded and recorded?

Plans may include the following:

- Provide examples of assessment platforms used, such as Canvas, Kami, Google Classroom, Desmos, Edulastic, etc.
- Accessibility to platforms during learning in a remote, hybrid or traditional setting
- Usage specifications and compatibility to digital learning in in a remote, hybrid or traditional setting

Plans may include the following:

- Digital platform is compatible with necessary assistive technology used by students with disabilities
- Multiple means of communication for student responses

Plans may include the following:

Distributing, collecting, grading, and recording formative and summative assessments:

- Use of digital platforms that have embedded formative and summative assessment data when student responses are submitted (graphs to analyze student responses individually/whole group, etc.)
- Exit tickets submitted in digital platforms for teachers to review

Plans may include the following:

- Students can ask questions utilizing the chat feature in digital platforms
- Utilizing a tracking document to record student responses to gauge understanding
- Grading is done electronically within the platform based on an established rubric
- Students and Parents can view grades within the platform

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30

Assessment

Describe how your district will transition to a system of digital and online assessment (diagnostic, formative, adaptive, and summative) to support continuous feedback loops that drive data-driven decision making. How will your district provide opportunities for all schools to use digital and online assessment systems that provide all students and teachers with real-time feedback in ways that increase the rate and depth of learning, and that enable data-informed instructional decision making?

Plans may include the following:

Transition to digital assessment:

- Having or obtaining infrastructure and products needed
- Implementing needed professional learning for administrators and staff
- Ensuring staff and student understanding of expectations

Plans may include the following:

- Implementing processes related monitoring or proctoring administration of assessments, as necessary, to ensure validity/reliability of results
- Addressing both remote and in-person learning

Plans may include the following:

Use of digital assessment systems for instructional decision making :

- Digital and online assessments are available/provided for all schools
- Systems are monitored/managed at school and district levels with specific protocols in place
- Systems provide real time data on accuracy of student responses to both the student and the teacher

Plans may include the following:

- Students are able to see correct and incorrect responses and can ask questions of teachers in real time
- Teachers can adjust instruction quickly, and as needed for decision-making

Plans may include the following:

- District and school leaders are able to identify emerging trends to shift, maintain direction, or identify strengths and gaps regarding mastery of standards
- Addressing both remote or in-person learning

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31

Curriculum

Detail which digital high-quality instructional materials (curriculum and interventions) are available at each grade level and content area for teachers to use in their digital classrooms. Please list these materials by publisher, title, grade level and content area. If the content available is not on the approved state textbook list or is not high-quality based on EdReports reviews, state why this instructional material is being utilized.

Plans may include the following:

- Specific intervention programs or strategies should be listed for Tier II and Tier III
- Evidence-based interventions
- Specific curricula or teacher-created modules/units

Plans may include the following:

- Rationale or evidence for utilizing specific curricula or teacher-created materials (How were existing materials vetted?)
- Ensure curriculum materials are identified by grade and content area

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32

Curriculum

Describe how your district will manage and maintain the necessary licenses for all digital content for teachers and students that are not open source through June 2023.

Plans may include the following:

- Implementation plan (vendor specific)
- Budget narrative
- Mississippi Textbook Supply Digital License software

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33	Curriculum	Describe how your districts will train teachers and administrators to review digital materials and online tools to determine if they are high-quality and aligned to state standards.
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Plans may include the following:

- MDE approved content-specific rubrics for materials review

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34

Curriculum

Describe the feedback loop that allows teachers to collaborate with each other and strengthen their ability to identify and utilize high-quality instructional materials.

Plans may include the following:

- Coaching and PLCs
- Professional learning plans (including virtual PD for teachers)
- Virtual observations from administrators, lead teacher, district specialists, etc. and feedback

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35

Student Readiness

What ongoing training and support are you providing to your students and their families to ensure they are ready for and fully engaged in digital learning? How will they navigate through their course materials (will your students know where to start, what to do next, and when the work is successfully completed/submitted)? How will you assist students in attitudes (motivation for learning), discipline (effective time management), academic integrity, learning expectations and accessibility features at all grade levels?

Plans may include the following:

- Conduct online training for parents
- Helpdesk email or phone number for parents and students
- Survey students and parents to ensure they have access to complete digital learning
- Check for assignment completion/usage or login information

Plans may include the following:

- Provide different techniques for motivation
- Provide students and families with pacing documents to assist in navigating course work
- Consistently review learning expectations and accessibility features across all grade levels and all student populations (students with disabilities, EL, homeless, economically disadvantaged students, migrant, neglected/delinquent, and children in foster care)

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36

Student Readiness

Describe how your district will continue to provide all students digital citizenship instruction.

Plans may include the following:

- Ongoing training every year at every grade level (material varies by age)
- Identify specific courses that will cover Digital Citizenship curriculum at each grade level (i.e., library, Cyber Foundations, etc.)
- Curriculum provider (i.e., Common Sense Media, Learning.com, Code.org, ISTE)

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37

**Student
Readiness**

Describe how your district will support the social and emotional health of your students.

Plans may include the following:

- Self-awareness, self-management, social awareness, relationship skills, and responsible decision making
- Equitable learning environment where ALL students and adults feel respected and valued
- Systematic strategies for providing guidance to all children, not just at-risk students

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EDLA Digital Learning Plan

Special Education and Populations

Special Education and Populations

38

Supporting Parents

Describe how your district will provide training and supports to parents and external providers to ensure that students with special needs are provided the services required. How can you assist parents with collecting data to track student progress? How will you work with parents to help increase student performance?

Consider the needs of the following groups: students with disabilities, EL, homeless, economically disadvantaged students, migrant, neglected/delinquent, and children in foster care.

Plans may include the following:

- Quarterly webinars for parents and external providers on various topics in a language they comprehend
- Offer parents to sign up for private discussion during variable virtual office hours set up by teachers
- Provide interpreters as needed

Plans may include the following:

- Data collection as topic of webinar, conducted in a language they comprehend, to show families easy ways to understand and track progress for their child on various skills, including paper/pencil and observational

Plans may include the following:

- Variable virtual office hours to discuss progress at mid- and end of nine-week terms, including data collected by teachers and parents
- Strategize ways to accommodate at home to increase performance.
- May include suggestions for parent support such as the Family Guides for Student Success, MDE Learning At-Home Resources, etc.

Special Education and Populations

39

Providing Services

Describe how your district will provide services at home to ALL students receiving special services in school. What access and support issues require special attention or accommodation? How will the student's learning environment in a digital learning program ensure that all required special education and related services are provided?

Consider the needs of the following groups: students with disabilities, EL, homeless, economically disadvantaged students, migrant, neglected/delinquent, and children in foster care.

Plans may include the following:

- IEP, Individualized Reading Plans, Language Service Plans, 504, MTSS documentation review/revision
- Discuss service delivery models and whether services will remain same or need revision
- Services at home in compliance with CDC guidelines, as appropriate, or alternatively, if needed to ensure appropriate services are provided

Plans may include the following:

- Specially designed instruction implemented as appropriate to meet needs via distance learning, or alternatively, as needed and as noted in required documentation

Special Education and Populations

40

Accessibility

Describe your district's capacity to provide students access to accessibility features such as audiobooks, closed captioned hearing, and access to enlarged print on computer.

Consider the needs of the following groups: students with disabilities, EL, homeless, economically disadvantaged students, migrant, neglected/delinquent, and children in foster care.

Plans may include the following:

- Student devices with built in accessibility features (i.e., color contrast, font size, text-to-speech, speech-to-text, etc.)
- Lessons in YouTube or the use of other digital platforms that include closed captioning capability
- Include assistive technology as appropriate