



District or Charter School Name

Clarksville Community School Corporation

Section One: Delivery of Learning

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

Clarksville Community Schools began delivery of instruction via eLearning and alternative learning packets effective March 13, 2020. eLearning is provided 3 days per week with learning packets distributed 1 day per week for those students who do not have access to a device. Teachers provide instruction to all students via google classroom, learning softwares, online resources, and web-based video conferencing tools such as Zoom, Google Hangout, Flipgrid, and YouTube. Teachers also utilize social media platforms such as Facebook to supplement learning and to support SEL activities. Lastly, teachers hold office hours 3 times per week from 10:00am-2:00pm to provide direct instruction and to provide additional support as needed.

In an effort to provide continuous learning opportunities and support for special student populations, all *Teachers of Record* (TORs) call students and parents/guardians each week and hold virtual annual case conferences as well as case conferences to make adjustments to the IEPs and ILPs as needed. Learning packets and google classroom assignments are adapted to the specific needs of learners for Special Needs and English Language Learners. In addition, translators are translating all written communications sent to ELL students and families as well as creating supporting videos. Teachers are also utilizing google translator and personal translators when having direct conversations with ELL students and parents during phone or video conferences.

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

Expectations for continuous learning are communicated in the following ways:

1. Students- email, direct mailers, Google Classroom, Google Hangout, Zoom meetings, text messaging, phone calls, and social media (Facebook, Twitter, and Instagram)
2. Families- email, voicemail, text messaging, direct mailers, and social media (Twitter and Facebook)
3. Staff- Email, Zoom, Google Hangout, Direct Mailers, Phone Calls, and Text Messaging

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

Providing access to instruction, resources and additional supports for all students remains a top priority CCSC. Students and families have access to one corporation purchased student device per household for those in need. Learning packets are also available for students as well. Teachers are available to students during set office hours 3 days per week to provide direct instruction and support to students via email, calls, or video conferencing. Teachers provide additional support for students the remaining 2 days each week via email and/or phone calls on an as needed basis. Students have unlimited

access to Google Classroom and multiple learning softwares such as IXL and Plato. Teachers also provide students with links for online resources to support the continuous learning model.

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

Staff-All teachers and administrators have corporation issued laptops and have access to Google Classroom, Student Management Software (Infinite Campus), Email, and all other educational softwares such as Plato and IXL. Teachers also have access to the districts wifi.

Students-Students can check out a chrome book if needed in order to participate in eLearning activities. Families have access to free wifi made available through Spectrum. Students also have access to Google Classroom and all educational softwares available through the district. In addition, students can also request learning packets on a weekly basis.

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

Teachers are expected to communicate with all students on a weekly basis via direct or indirect contact. Teachers communicate with students and families through written feedback on assignments, emails, video conferencing, text messaging or phone calls. Teachers are expected to keep a log of the method of communication for students who are failing a class and/or not submitting assignments on a regular basis. Teachers also hold specific virtual office hours from 10:00am-2:00pm 3 days each week so students and families can communicate with teachers to answer questions and to get direct instructional support when needed, however teachers are available 5 days each week for support for students and families on an as needed basis.

Support staff assist in communication efforts with students and families by working at the food distribution sites as well as packet pick up and drop off areas. Support staff also aide in connecting with families by making phone calls and participating in web based conferencing with students.

Elementary Counselor/Behavior Therapist is conducting Mindfulness Activities via Facebook as well as contacting students and families for weekly wellness check-ins. Middle and High School Counselors are conducting virtual groups, contacting students each week, and utilizing Centerstone teletherapy for students in need. In addition, the Middle/High School Behavior Therapist is contacting students who need additional wrap around support to deal with anger, grief and depression issues.

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

Teachers upload assignments in google classroom and provide written feedback to students weekly for each assignment. Teachers also track students who are not engaging in eLearning activities as well as those needing additional support and make direct contact with those students and families each week. Methods of direct contact are video conferencing and phone calls, and text messaging.

Building level administrators send direct mailers, emails and recorded videos to students when necessary to communicate important topics around such things as: academic expectations, available resources, grading and attendance requirements in the eLearning model.

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.

Yes. Students have the opportunity to earn high school credits by completing assignments and activities via eLearning or learning packets. Students must meet the stated standards and expectations set forth by administration and teachers in order to earn credit for the courses in which students are currently enrolled.

8. Describe your attendance policy for continuous learning.

Students have multiple opportunities to engage in eLearning or alternative learning activities. It is the expectation that students continue to engage in the continuous learning process. Attendance is measured by weekly communications with students regarding his/her continuous learning progress. Teachers are required to track and monitor the student's engagement levels in weekly assignments submitted via Google Classroom, participation in video conferencing, emails, phone calls or a combination of any of the above.

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

Long term goals to address skills gaps include but are not limited to the following:

- Provide virtual summer school opportunities for students
- Provide students with a resource list of web based and other types of educational programming and other resources provided by IDOE
- Conduct pre-benchmark assessments at the onset of the 20-21 school year. Utilize the data to tier instruction based on student skills gaps
- Conduct benchmark assessments throughout the 20-21 school year. Analyze data to spiral instruction to address skills gaps
- Provide extended day learning opportunities for students in K-12 during the 20-21 school year
- Offer Lab Classes during the 20-21 school year to provide students with additional foundational and skill level supports

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

- Conduct building level, grade level, and district level meetings to provide support, guidance and professional development in the areas of virtual education and student achievement and staff development via video conferencing
- Assign weekly articles to share out and discuss via video conferencing
- Continue with building level and district level book studies
- Share out educational webinars, podcasts, etc. to support professional growth and 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.