



District or Charter School Name

5855 Crawfordsville Community School Corporation

Section One: Delivery of Learning

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

OVERVIEW

Crawfordsville Community School Corporation (CCSC) is providing a blended continuous learning environment in which teachers provide students continual engagement with content, standards, and skill development. It is recognized that not all students or staff may have access to devices and/or Internet. Therefore, CCSC has attempted to provide resources and guidance for students and families in this situation.

SECONDARY

CCSC is providing eLearning for secondary students (grades 6-12) through Canvas, a web-based learning management platform. Our high school students have Chromebooks as part of our 1:1 program. Middle school students that did not have a home computer were provided laptops through our Device Loan Program established by administration and the eLearning Committee. Administration has worked with families to assist in obtaining Internet access. The vast majority of CCSC students now have Internet access. For the few students without Internet access, a process of *packet pick-up* and *packet drop-off* has been established. Packets will be mailed for students that do not have the ability to pick-up packets.

ELEMENTARY

CCSC is providing PreK-1 students with take-home folders with work for distance learning. PreK-1 teachers are also using electronic programs such as Class Dojo and Google Classroom to deliver additional lessons. Take-home folders have information for how to access supplemental online eLearning materials through textbook associated programs such as Scholastic.

Teachers of grades 2-5 are providing a blended eLearning plan that allows students with Internet access to connect to online curriculum along with take-home folders. Teachers post lessons electronically to ClassDojo and send them to families via email by 9:00 a.m. on school days. Students without Internet access have been provided with a take-home folder.

SPECIAL EDUCATION AND ENGLISH LEARNER SERVICES

West Central Indiana Special Services Cooperative (WCISSC) and the CCSC English Learner (EL) team are providing guidance and support for teachers to assist in engaging students with special needs with content, standards, and skill development. Special Education teachers and EL teachers and staff also reach out to students to provide direct support for students.

CCSC EL staff provide translation of lessons, packets, and information for Spanish-speaking parents. EL staff also help reach out to Spanish-speaking families at the request of teachers and administrators.

PLAN MODIFICATIONS

CCSC administration and the eLearning Committee continue to seek feedback from teachers, students, and parents and make adjustments to the plan as needed.

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

STUDENTS AND FAMILY COMMUNICATION

CCSC communicates continuous learning expectations to students and families through our School Messenger System, as well as phone calls, texts, emails, and via social media. Further, building administrators, counselors, and teachers reach out to students via phone when other communication efforts do not yield desired results. CCSC has also worked with the Crawfordsville Police Department to perform well-being checks on students that have not responded to any form of communication or evidenced logging into our learning management platform.

STAFF COMMUNICATION

CCSC has communicated with staff through staff emails, leadership team virtual meetings, and building administrator phone calls to staff to ensure staff are current on expectations for curricular, instructional, and assessment practices during eLearning.

SCHOOL LEADERSHIP TEAMS

CCSC uses School Leadership Teams (SLTs) at the building level for discussion and to determine the most effective methods for communication with staff and students as well as the delivery of curriculum, instruction, and assessment through distance learning. SLTs are meeting at least weekly to discuss continuous learning.

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

Students at CCSC are accessing instruction as indicated above in question number one. Special Education Teachers of Record are connecting with students and families using a variety of methods (phone, video conferencing, ClassDojo, text message, etc.) to ensure the student has access to educational content. WCISSC is gathering information and storing the content in a Google Drive. As teachers find specific resources that may benefit a student they can share that information.

CCSC is also using the corporation School Based Mental Health Specialist to continue connecting with at-risk families.

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

SECONDARY

Secondary students and staff have access to laptops, school-provided email, and Canvas (a Learning Management System). CCSC provides Zoom for staff to facilitate virtual meetings and classes. Secondary SLTs have worked with families on connecting families with Internet access. SLTs are sharing ideas on programs to make videos and using other web-based programs, such as YouTube, to provide additional support for students.

ELEMENTARY

Elementary staff have been provided computers and email. CCSC provides Zoom for staff to facilitate virtual meetings and classes. Elementary students were provided a device through a Device Loan Program. Elementary students and staff at the 2-5 level are using Google Classroom as a Learning Management System. Elementary classroom teachers, parents, and students are using ClassDojo to enable continuous communication. Elementary teachers are also providing students with online curriculum through programs such as Scholastic, Exact Path, and IXL.

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

Administration and SLTs have advised teachers and staff of the expectations for connecting to students and families. Teachers for grades 2-12 are expected to post assignments and instruction on school days by 9:00 a.m.. Administrators are expected to be available via our phone messaging system from 9:00 a.m. to 12:00 p.m. and 1:00 p.m. to 2:30 p.m. on school days.

Secondary teachers are expected to connect with students through Canvas with its built in messaging and discussion boards. Elementary teachers are expected to attempt to make contact with all students and/or parents at least once a week through electronic messaging, videoconferencing, or phone.

Support staff including counselors, special education interventionists, and therapists have been asked to communicate with their caseloads through email, phone calls, and teletherapy. Special education staff are expected to attempt to provide IEP services as closely as possible to current IEPs. Methods for providing services are expected to be documented.

Further, the superintendent has informed staff that they should respond in a timely manner.

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

SECONDARY

Secondary teachers provide timely and meaningful academic feedback through the Canvas messaging system and discussion boards, video conferencing, and email. Educators are digitally available between 9:00 a.m. and 3:00 p.m. on school days to respond to students. Most teachers respond to students after hours, but this is not required.

ELEMENTARY

Elementary teachers provide academic feedback through ClassDojo and Google Classroom. Elementary staff also reach out to students and parents by phone and video conferencing. The school counselor, nurse, and student services coordinator check-in with parents and students on a regular basis throughout the week and can make referrals for additional academic or wellness support as needed.

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 that successfully complete high school courses will receive credit for the course. CCSC will provide high school students summer school online coursework for both credit recovery and necessary graduation requirements.

8. Describe your attendance policy for continuous learning.**SECONDARY ATTENDANCE**

Secondary attendance is monitored through student login, activity, and assignment submission through Canvas. The few students that do not have Internet access have attendance monitored through packet pick up and drop off along with phone calls from teachers, counselors, and administrators.

ELEMENTARY ATTENDANCE

Elementary attendance is monitored through responses to ClassDojo, packet pick up and drop off along with virtual Zoom meetings and phone calls from teachers, counselors, and administrators.

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

Building-level SLTs are working with SpEd, ELL, and Title 1 staff to best assess the gaps being created through distance learning delivery. The primary long-term goal is to develop a plan for accurately assessing skill gaps during this period of distance learning. The secondary-long term goal is to establish a plan for providing interventions through the summer and fall semester to attempt to close the gap from an extended distance learning delivery environment.

We will be collecting data on student mastery of skills based on end of year grade level expectations by using the NWEA formative assessment early in the 2020-2021 school year in grades K-8. This will provide a snapshot of where each of our students are performing. This data will inform our planning to address student skill gaps. In grades 9-12, teachers will collaborate to determine what skills and content areas were lost or what level of student engagement did or did not occur during our extended period of distance learning. They will then create plans to add those missing or inadequately covered areas to the 2020-2021 curriculum.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Teachers are participating in weekly staff meetings and professional development via video conferencing. Professional development has focused on video conferencing tools for presenting instruction for students and conducting meetings with parents and colleagues. Teachers have received implementation training for utilizing learning management platforms.

Future professional development plans include additional learning management platforms, curriculum mapping, Scholastic Literacy training, Second Step Social Emotional Learning Curriculum training, and a special education least restrictive environment training.

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.