



District or Charter School Name

Clinton Prairie School Corporation 1160

Section One: Delivery of Learning

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

Clinton Prairie will continue to provide learning opportunities for all students in multiple ways. The following is a list of how we will meet the needs of each grade level and special population.

- K-3 - Students in these grades have taken home their classroom materials such as reading books and math folders. Teachers have put together packets of work that reinforce their learning. Teachers are hosting Zoom meetings in the evenings when parents are home to help with utilizing technology. K-3rd grade teachers also reach out to families via classroom facebook pages, Class Dojo, and email. Teachers make phone calls to any family they are not able to connect with remotely.
- 4-6 - Students in these grades have taken home a chromebook to access Google Classroom and/or Canvas. Teachers are posting work on these platforms as well as emailing the parents and the student. Paper packets of material have also been mailed home to students without internet access. Teachers have been making parent phone calls to families they cannot connect with via the internet.
- 7-12 - Students in Jr. Sr. high school have utilized Canvas and Chromebooks for several years. Paper packets have also been mailed out to any student without internet access. Phone calls by teachers and administrators have been mailed to check on students who have not responded to email or in Canvas.
- Special Education and ESL - Teachers in these specialty areas have been meeting with families via Zoom and via

phone conferencing. Packets have been mailed to families without internet access and followed up with a phone call from the teacher of record to check in with the family and student and to provide services.

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

Our school district communicates with the community in several different ways. The superintendent will make videos to post on social media and send via email to families regarding the most up-to-date information and expectations. The school administrators also communicate via letters via email, twitter, and our corporation website information they need to share with families. The following are further examples of how we meet the needs of each subgroup.

- Students - Teachers at all grade levels communicate with students their expectations regarding the eLearning they are completing. Teachers also give meaningful feedback to students via email, Zoom calls, Canvas, etc. If a student is not actively participating, teachers and admin will reach out via phone.
- Families - Administrators and teachers keep families up to date on changing information and expectations for student participation. This is done via phone calls, social media, LSM's and email.
- Staff - Administrators meet with staff in Zoom staff meetings as well as small group meetings. Email communication is also utilized to communicate expectations.

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

Students who need assistance with academic instruction can reach out to their classroom/course teacher via email, canvas, or phone. Resources such as ILX, Kahn Academy, etc are shared with families and students via social media, email, and Zoom communications. Any student needing support with academics can reach out to their teacher and administrator for further guidance.

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

Clinton Prairie has the following equipment for staff and students:

- Chromebooks
- Laptops for teachers
- Enhanced wifi in school parking lot
- Document Cameras
- Copy machines and postage paid
- Replacement Chromebooks

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

Clinton Prairie utilizes eLearning days on Tuesday, Wednesday, and Thursdays. Teachers are expected to post eLearning work on eLearning days and to be available for student feedback throughout these days as well as workday hours on Mondays and Fridays. Above and beyond, teachers are reaching out to students via Zoom, email, and phone calls.

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

At the middle/high school level, students and teachers utilize Canvas as their LMS. They can communicate with one another via this platform on specific homework assignments or in discussions. Teachers and students also utilize email as a way of communication. In grades 4-6, students also utilize chromebooks and can communicate with one another via email and google classroom. Students who do not have internet access have been provided work via packets and communicate with teachers through phone, email, or Zoom on a cell phone. Students in grades K-3 have been provided packets of work that reinforces skills. Communication between student and teacher regarding academic skills comes in the form of Zoom meetings, email communication with parents, and phone calls with a follow up one-to-one zoom meeting with the student to review skills.

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 in credit bearing classes are still able to earn credits for completing the work assigned for eLearning. Students work with their instructors via Canvas to complete work and to continue with discussions, assignments, tests, and quizzes.

8. Describe your attendance policy for continuous learning.

Students are expected to be engaged in the work assigned and to participate in eLearning work. Students in grades K-6 have been in communication with their teachers and they will turn in their work once school is open. Students not engaged with their teacher via email, zoom, or google classroom are called by teacher and administrators. If no communication is achieved, they will be marked absent. Students in grades 7-12 are counted present by their work in Canvas and work turned in via photo, or emailed to their teachers.

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

Students in grades 7-12 are continuing with the curriculum and will earn credits in credit bearing classes. Teachers have already begun to discuss ways to review content that will need review during the first 9 weeks of the 2020-2021 school year. Teachers in grades K-6 have also begun grade level discussions on ways to review content the first 9 weeks of the next school year. Teachers will use data from NWEA and classroom formative assessments to make adjustments and target instruction to fill any skill gaps.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Teachers will continue to meet in grade level teams to work towards a plan for meeting the needs of the students at the beginning of the 2020-2021 school year. Teachers will also continue to work on enhancing Canvas instruction in case the need arises to quarantine next school year as well. Teachers will participate in book studies to help meet social and emotional needs of their classrooms.

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.