



District or Charter School Name

Greenfield-Central Community School Corporation

Section One: Delivery of Learning

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

Our district has implemented eLearning for several years, so many of the structures for learning were already established and familiar for our school community.

Students engage in 3 days of e-learning each week. We utilize two waiver days each week. Teachers have office hours each day in order to address student needs that arise from their remote learning.

Special student populations benefit from one-to-one interaction with their teacher. They are also given assignments that are tailored to their specific needs. These interactions and supports are tracked by the special education teacher.

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

As relevant updates from the state and Department of Education become available, video updates are shared from the Superintendent to all stakeholders. Our district's webmaster created a page devoted to COVID-19 specific information. This is updated as information becomes available. In order to remain in constant two-way conversation with stakeholders, principals input questions they receive into a shared document so that concerns can be addressed and successes can be celebrated.

Students: Expectations for continuous learning are

communicated to students primarily via their teachers through familiar platforms such as Google Classroom, Seesaw, and Moodle. Building-level administrators and counselors also are in communication with students through phone calls, email, and Google Hangouts.

Families: Families receive initial information regarding continuous learning via the superintendent. Specific logistics and expectations are communicated by the building-level administrator via email and newsletters. Teachers continue to communicate with families with specifics via email, newsletters, and social media.

Staff: All staff receive consistent communication from the superintendent. Additionally, communication is often followed up by information from the building principal. Each building holds a virtual staff meeting once a week and are also supported in their planning by our team of instructional coaches.

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

Each student in the district has access to an iPad, MacBook, or Chromebook. Teachers use an LMS, such as Google Classroom or Moodle, to engage students in remote learning. Most teachers have begun to utilize Google Hangout to offer video instruction and to support the social-emotional needs of the whole child. Teachers are also utilizing apps and online tools to support and supplement student learning during this time.

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

Student Devices:

- K-5, 9-12: iPad
- 6: Chromebook
- 7-8: MacBook

Staff Devices:

All teachers have a device that they have chosen (MacBook or iPad Pro or Chromebook/iPad). Some teachers also have an iPad. All administrators also have an additional iPad.

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

All educators are expected to maintain regular connection with students and families during this time. This typically occurs via daily teacher office hours. However, the district has also made Google Voice available to teachers so that they can make phone calls from personal cell phones to students and families. Updates to our social media pages are ongoing; however, we recognize that not all families have access to social media, so we continue to utilize email to communicate as well.

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

We use the PLC process to stay responsive to students' needs. We guide meaningful feedback through the four PLC questions while working collaboratively with our teams, instructional coaches, and principals.

1. Q1: "What do we want students to know and be able to do?" (prioritize standards)
2. Q2: "How will we know if they know it?" (receive feedback)
3. Q3: "What will we do if they don't know it?" (support and differentiate through feedback)
4. Q4: "What will we do if they already know it?" (enrich and differentiate through feedback)

In this remote learning environment, feedback exists through email, video, phone calls, and office hours.

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.

Our continuous learning plan does provide an avenue for students to earn high school credits. Students who are currently enrolled in courses that earn high school credit are expected to continue to engage in the learning that teachers have prioritized for that course. Teachers who teach classes with high school credits that are junior high continue to collaborate with their high school colleagues via PLC times.

8. Describe your attendance policy for continuous learning.

Participation in eLearning each day designated as an eLearning day results in attendance for that day. We certainly want to continue to embrace high expectations and robust learning experiences. By embracing a commitment to engaging and meaningful content, we increase the number of our students who will meet our expectations for learning. It is important we lead from a place of empathy as we work with families and students. Building principals follow up with students and families who are not engaging in eLearning content to identify barriers and offer support.

We continue to record student attendance information in PowerSchool, our student information system.

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

We will continue our work in addressing skill gaps for students. Question 3 and 4 of the PLC process, as described above are already in place in our district. As teachers meet weekly in PLCs to review student achievement over the past week, they create experiences for students based on level of readiness. To date, teachers are creating opportunities for small group instruction based on student artifacts. This process will continue for the

remainder of the 2019–2020 school year.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

All teachers will continue to engage in professional learning through the established PLC process. Just as students are engaging in remote learning, so too will teachers engage in remote PLC. These PLC meetings have been scheduled at the district level in order to allow instructional coaches to attend as offer support.

Building level administrators are monitoring the instructional practices of teachers and supporting teachers through resources and coaching opportunities as needed.

Instructional coaches are offering job-embedded professional learning on a weekly basis and are sharing best practices to incorporate resources. Instructional coaches and building administrators follow up with teachers as regularly.

District-level administrators also guide and support instructional practices and provide resources as needed.

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.