



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.

Families will choose between onsite learning and virtual programming for the first semester of the school year at all grade levels. A licensed administrator will oversee all virtual programming operations and instruction for students in grades K-6. Specific teachers will be assigned to meet the needs of students who have chosen virtual programming in those grade levels. In grades 7-12, teachers will have the opportunity to teach students synchronously using available technology or as a stand-alone class section.

Students in special populations will have their needs met by teachers either in the online environment or in the virtual programming environment. Interactions and supports will be tracked by the special services educator.

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

As relevant updates from state and local health and governmental agencies and the Indiana Department of Education become available, video or written updates are shared from the Superintendent to all stakeholders (as needed). Our district's webmaster created a page devoted to COVID-19 specific information. This is updated as information becomes available.

Students: Expectations for 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 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-12: iPad

Staff Devices:

All teachers have a device that they have chosen (MacBook or iPad Pro or Chromebook/iPad combination). Some teachers also have earned an iPad by becoming an Apple Teacher. 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. Teachers and families typically connect via email or phone. The district has made Google Voice available to teachers so that they can make phone calls from personal cell phones to students and families when needed. Updates to our webpage and social media sites 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 the onsite learning environment, students receive feedback from teachers during instructional and assessment activities. In the remote learning environment, feedback also 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 virtual programming instruction upon teacher request each day results in attendance for that day. We continue to embrace high expectations and robust learning experiences in both learning environments. By embracing a commitment to engaging and meaningful content, we increase the number of our students who will meet our expectations for learning. 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 accelerating the learning for all 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.

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.