



District or Charter School Name

Griffith Public Schools

Section One: Delivery of Learning

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

Griffith Public Schools Superintendent established eLearning Day schedule vs. waiver days and dispersed this schedule out to district staff, students, and parents. Superintendent continues to update district staff, students, and parents through a weekly Panther Corporation Newsletter and Panther News. Along with these weekly updates, Superintendent provides information and resources to district staff, students, and parents, including IDOE updates and resources, articles, and other resources she feels the designated population would like to read.

Griffith Public Schools is a 1:1 iPad and Blended Learning educational district. Teachers are available each eLearning Day from 9am until 3pm. Teachers also utilize certain office hours to ensure they are easily accessible and able to interact live through Zoom, or by email and/or telephone. Families without internet service were given information to obtain free or nominal cost wireless service. Throughout this year, teachers and administrators ensure students are able to access content digitally, and if there are issues, these are addressed on an as needs basis. Griffith Public Schools utilizes Unified Classroom as its foundation and digital tool to share content and subject matter. Teachers utilize other platforms, such as Seesaw, which is more user friendly for students and parents. With the assistance of Five Star and Apple, professional development for teachers on blended learning has been continuous these past two years. For two years, Griffith Public Schools also has a technology coach on staff, and she has been vital in ensuring staff are given 1:1 and small group time, resources, and many tools to assist in getting Blended Learning off the ground.

All teachers, including Exceptional programs, such as High Ability, Title, Special Education, and EL staff, as well as our counselors and administrators, participate and collaborate to ensure all student needs are being provided and

met virtually. Surveys are sent out to all students and their parents weekly, as well as teachers, to help gauge well-being of individual and family, answer questions, and provide support and encouragement. Teachers who are currently co-teaching are continuing to do so. Together, these teachers, modify, accommodate, and instruct our special student populations. Case conferences and related services, such as speech, are also being provided virtually. Teachers utilize Zoom to connect with students to ensure they are healthy, safe, and learning.

Completed work will be graded in a timely manner to give students feedback on what they have turned in. Student work will vary greatly depending upon subject area, course, or grade level.

Attendance is taken by attempted vs not attempted work.

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

The following means are used to communicate with students and families:

- Panther Corporation Newsletter (at least once a week)
- Social Media accounts, such as Twitter, Facebook, and Instagram
- School and district websites
- SwiftCall messages
- Email
- Panther News (at least once a week)
- Personal phone calls
- Zoom
- DOJO
- Unified Classroom/Seesaw (Learning Management System)
- School Board meetings
- Teacher/Administrator videos
- Technology Desk Help

The following means are used to communicate with district staff:

- Panther News (at least once a week)
- Panther Corporation Newsletter (provided a copy)
- SwiftCall messages

- Email
- Personal phone calls
- Zoom
- School Board meetings
- Technology Coach

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

Griffith Public Schools is 1:1 technologically. Students in grades K-12 have their personal iPad at home. District staff were provided iPad and macbook. Students are provided their content through Unified Classroom. Student iPads are loaded with programs specifically chosen to support their academic success and that they are also provided with access to Office 365 suite of programs. Teachers are available each eLearning Day from 9am until 3pm. Teachers also utilize certain office hours to ensure they are easily accessible and able to interact live through Zoom, or by email and/or telephone. Families without internet service were given information to obtain free or nominal cost wireless service. Throughout this year, teachers and administrators ensure students are able to access content digitally, and if there are issues, these are addressed on an as needs basis. Surveys are sent out weekly to all students and their parents, as well as teachers, to help gauge well-being of individual and family, answer questions, and provide support and encouragement.

Additional resources and supports consist of student lunches are being provided weekly every Monday and Wednesday at designated drop off sites. Even though lunches are distributed twice a week, our food service director ensures that more than one lunch is given at that time so that our students have access to a lunch every day. In addition, we supply our students with books to read since libraries are closed. This allows our students the ability to keep on reading! Lastly, a local church has also committed to providing a lunch to students and their families, and they distribute their food daily. We are very proud of the many volunteers who have stepped in to ensure our students are fed!

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

Staff:

- iPad
- Macbook
- Technology Coach
- Panther News
- Zoom and email
- Access to apps and software

Students:

- iPad
- Access to apps and software
- Unified Classroom
- Technology Help Desk
- Lunches
- Zoom and email

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

The expectation of Griffith Public Schools is that teachers and staff will be available via phone, email, or Zoom from 9am until 3pm on the days of eLearning. Staff are expected to respond to student problems, concerns, and messages. Teachers also communicate with parents via emails, classroom dojo, etc...to ensure students and parents are supported and working to complete assignments/tasks. Surveys are sent out to all students and their parents weekly, as well as teachers, to help gauge well-being of individual and family, answer questions, and provide support and encouragement.

Exceptional Learners, such as Title, Special Education, EL, and High Ability, are provided their services as deemed by their IEP, 504, ILP, etc... Direct contact is made by their exceptional learning teachers and related service providers so that learning and growth are not impacted.

Other district staff, such as administrators, nurses, counselors, etc...are also key to ensuring our student and family needs are met. Direct contact is also made by these individuals so that learning and growth are not impacted.

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

Students are submitting assignments and tasks, and teachers are grading and returning with feedback in a timely fashion. Grades can still be assessed by student and parents on PowerSchool. Teachers have the ability to provide feedback a number of ways, such as written on assignment, classroom dojo, or email. Teachers are meeting with students face-to-face, through email or by phone calls in order to provide academic and social/emotional support, direct instruction, and answer questions.

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, through the fourth quarter of the 2019/20 school year, teachers are providing instruction and activities, assignments, and/or tasks based on curriculum and high priority standards of the course. Various means of assessment help determine if there is mastery of standards or content and grades are provided. Students will complete classwork and assessments and ultimately receive a semester grade and credits. The courses will be graded based on the students academic progress through his/her eLearning work.

- 8. Describe your attendance policy for continuous learning.**

Students are asked to access assignments via Unified Classroom each eLearning Day. Attendance will be recorded for each eLearning Day's attempt at assignments, tasks, and/or assessments being submitted. If attempts at assignments, tasks, and/or assessments are not being made, teachers and/or administrators will reach out to students and their parents to determine issues and develop a plan for completion of work. If all of this fails, we have the option to make a well check referral to DFC and/or send our SRO to the home.

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

Griffith Public Schools will continue to provide eLearning to our students for the remainder of the fourth quarter. At this time, our teachers were asked to provide instruction and activities, assignments, and/or tasks based on curriculum and high priority standards of the course. Various means of assessment help determine if there is mastery of standards or content and grades are provided. We hope that this will lessen the impact of students not being present for the remainder of the school year.

Griffith Public Schools also utilizes NWEA fall, winter, and spring testing for students in grades K-10. The district completed its Winter 2019/20 testing, and we will be able to utilize that data and our Fall 2020/21 data to determine skill gaps and plan accordingly to address the deficiencies. The district is intentional in its efforts to provide collaboration time for grade levels/content specific to meet and discuss ways to address and compensate for skill loss or gaps.

Griffith Public Schools will continue to assess the situation and determine if any summer school opportunities are needed to address learning gaps that will occur. We do realize that summer school may also need to be delivered via remote learning.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Our teachers and administrators/directors are in communication via Zoom or email at least weekly. Surveys have been sent to our teachers to check on own health and safety, as well as to determine needs, address concerns, or provide the ability to ask questions by either party. Our technology coach is also vital in this area as she continually reaches out to teachers, shares ideas, resources, and information to assist in student and teacher learning. This real-time sharing of information is one of the most effective ways we have developed to ensure continuous learning by all.

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.