



District or Charter School Name

Milan Community School Corporation

Section One: Delivery of Learning

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

Milan Schools are using eLearning to deliver continuous learning opportunities for all students, including special student populations. We have used eLearning for over five years. Our teachers are trained in providing quality lessons in a digital environment using G suite products along with other digital resources. All students K-12 have one-to-one devices and have also been trained on how to interact in an online learning environment. Special education teachers have received additional training from Ripley-Ohio-Dearborn (ROD) Cooperative with topics including following IDEA and IEP timelines and protocols properly. Teachers are providing students acceptable accommodations including using checklists to prioritize and show completion of work, additional time to complete assignments, having assignments read to them virtually, and virtual and phone check-ins for social emotional well-being. Students are receiving familiar supports with consideration given to the presentation of material, how students show what they know, the learning environment, and adjustments of due dates as needed so that all students may be successful.

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

1. Students receive online assignments by 9:00 a.m. on elearning days. Students in grades 3-12 use Google Classroom as the learning management platform while grades K-2 use SeeSaw. All students have email accounts and teachers use this to communicate daily. Teachers use Google Hangout Meets and Flipgrid to meet virtually with classes, groups of students, or offer office hours. Students have access to our school website, app, and social media accounts.
2. Families receive information through PowerSchool, Class Dojo, and email. Families receive information from our school messaging system, and may

access our school website, app, and social media accounts. Parents are encouraged to call the school office with questions.

3. Staff receive information from principals via Google Hangouts Meet, Google Classroom, our school messaging system, email, texts, and phone calls. Staff may also access our website, apps, and social media accounts.

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

Students have access to instruction, resources and supports via:

Google Classroom

Google Classroom Hangouts Meet

Google Suite

See Saw

Screencastify

Flipgrid

Class Dojo

Edmentum products–Plato, Study Island, Reading Eggs

Zaner–Bloser Reading program software

IXL subscription

Newsela

GoGuardian

Free resources with teacher approval

Teachers post lessons on Google Classroom or in SeeSaw. Students interact using many of the resources listed above, depending on the subject and content of the lesson. Additional support is provided as needed through virtual meetings or practice software.

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

To make continuous learning successful at Milan, all staff and students have devices. Grades 3-12 and staff have personally issued Chromebooks and K-2 students have iPads. Teachers use all of the Google Suite digital tools available to implement effective instruction. Teachers also use personal devices like laptops, iPads, and cellphones. Additionally, our school has provided twenty four hot spots to families without access to the internet in their homes. For others needing wifi, there are parking areas in town including our schools that are offering free wifi. We have also planned eLearning days using an every other day format so that there is an opportunity for families to share the data/strength of connection that is available in their home.

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

Educators are expected to contact students daily through a variety of methods including: Google Classroom, Google Meets, See Saw, Class Dojo, email, phone calls. Educators connect with families through PowerSchool, SeeSaw, Class Dojo, email, class newsletters, and phone calls. The district uses our website, our app, and social media to connect. Support staff who work with special education students also utilize Google products, email, and phone calls to support student learning.

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

Teachers are asked to provide feedback after every lesson. We believe this is critical to the success of continuous instruction. ELearning days have been planned every other day so that there is work time in between assignments to allow for corrective feedback in a timely manner. Teachers use a variety of platforms to provide meaningful feedback. Teachers are required to answer messages from 9:00 - 3:00 daily. Teachers hold individual and/or group meetings with Google Meets. Teachers use Go Guardian or Flipgrid so they can see the student's screens to assist with particular issues. Teachers offer designated times as office hours so that students can ask one-on-one questions to better comprehend and respond to the instruction presented.

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, our continuous learning plan provides an avenue for students to earn high school credits as described above. We have many tools in use to meet the requirements put into place by the DOE to meet graduation requirements. Our guidance counselor is closely monitoring the progress of seniors towards meeting academic requirements and contacting seniors and their parents when necessary to help students stay on-track to graduate. Our teachers have designed lessons which adhere to curriculum requirements so that students may successfully complete each course and receive academic credit.

8. Describe your attendance policy for continuous learning.

Our attendance policy for eLearning days requires that students complete work by the assigned due date in order to be counted present. We have utilized this policy for over five years and will continue to do so during this situation. Students and families have received information explaining the due date for each eLearning day. (For example, work that is assigned on Tuesday's elearning day is due on Thursday morning.) To further assist students, schools make a list of students who have incomplete work. This is marked in PowerSchool as incomplete work so that parents will know that students still need to complete assignments. Teachers and assistants call the families of these students to find out why work is not completed and to provide additional support so that work may be completed. Parents have received information telling them to call the school if there is an issue with completing work. Sometimes, if there is an issue which prevented the completion of work; for example, the internet was down, then the principal will allow additional time to complete the work. If, after all of these supports have failed, then the student is marked absent.

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

Our long-term goals to address skill gaps consist of teachers first defining deficiencies, then addressing them with proven, research-based remediation strategies throughout the duration of the school year. This will be addressed through online programs listed above. At the completion of the year, the teachers will again define deficiencies and students will be invited to summer school or after-school tutoring for additional instruction. Throughout this process, teachers and principals will be in contact with parents to provide clear explanations of skill gaps and possibilities for practice at home. Students are receiving familiar accommodations and consideration has been given to the presentation of material, how students show what they know, the learning environment, and adjustments of due dates as needed. Case conferences are continuing as originally planned. Teachers are meeting with students and parents individually via Google Hangouts Meet or phone calls when needed to allow for greater support.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Milan Schools will continue to implement professional development weekly like we would typically do during the school year. Teachers are using Google Hangout Meets to interact with our Five-Star technology integration specialist. She provides lessons to improve digital interactions with students. The focus of professional development has changed since we implemented continuous learning. Our focus this year had primarily been on project based learning and STEM-based lessons. We are now providing instruction on how to use additional digital tools for teachers to provide quality, long-term elearning instruction. Additionally, teachers continue to meet in grade-level and department teams to discuss student data and progress, addressing academic as well as social emotional needs. Principals connect with teachers daily providing support in specific areas as needed to make continuous learning a successful experience.

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.