District or Charter School Continuous Learning Plan

District or Charter School Name

Mill Creek Community Schools

Section One: Delivery of Learning

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

We are a fully approved eLearning corporation with 100% of our students with a Chromebook and/or an assistive technology device. We use the Canvas platform as our LMS and full access to GoogleSuite as well. Additionally, admin and teachers provide support through phone calls and may also provide paper packets to students for more support.

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

Parent Network nights have been created to share/teach them how to access our student LMS and how to monitor work completion. We communicate twice weekly(at a minimum) with parents/staff through our SIS, using School Messenger (staff/parent emails and social media) at the Corp level.
We are also communicating with building staff virtually through Google Meet. Principals and teachers communicate through the same program, as well as weekly Smore newsletters via email, and/or classroom DoJo.
All parents have HELPLINE numbers for all areas of support as well.

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

All classroom teachers have the Canvas LMS platform as well as Google Suite(K-12) and Seesaw(K-5)to use in daily student teaching/learning communication. Teachers create modules or assignments for daily lessons and use Google Meet to instruct interactively. Our counselors will work to provide small group and family support, and also lead several weekly SEL lessons/ activities for all levels.
Our SpEd Services will be met through teletherapy, in addition to ABA support with our contracted therapists.
We also have Mental Health teletherapy occurring with Hamilton Center and Care to Change counselors.

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

Chromebooks
Digital/document cameras
Google Suite(video conferencing; exit slips; tracking system; reading logs; responses to learning)
Teacher-created videos/lessons; OG video lessons
SeeSaw(Pk-5)
Edmentum products(PLATO/Courseware; Exact Path)
PIVOT Assessments/Digital content
HMH Digital Curriculum(ELA; Reading; Everyday Math K-5; Glencoe   Math 6-8)
Generation Genius Science
STEM-digital curriculum(IDOE & teacher created)
Brain Pop
MobyMax
IXL
Read Theory
Renaissance Learning(Accelerated Rdg/Math)
Orton Gillingham(video lessons)
Smekens(digital lessons)
IDOE Resources
Canvas LMS--teacher created content for all MS and HS teams;

elem teachers will embed content from various digital formats and programs as well as self-created lessons.

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

Teachers-GenEd teachers create their own classroom courses or modules for their students. Then SpEd teachers, Interventionists, and our special area teachers(Art, Music, PE, Library, STEM, and other electives) add grade level appropriate lessons, which is linked continuously to the classroom teacher's page at the elem level. At the MS/HS level, each teacher has his/her own content page by class period and student's simply follow their daily schedule by providing LIVE lessons and recording for tutorial or remediation needs.

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

Teachers provide minimally four(4) hours office/email availability daily in addition to a specified hour of Google Meet for interactive tutor help or Q&A for students. Additionally, our SpEd teachers, Intervention teachers, and Parapros are offering check-in times to support our students.

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.**

All our HS students and middle school students enrolled in HS credit courses will have full access to their class curriculum /lessons, including Canvas/LMS; AP support; Dual Credit/Ivy Tech; Plato/IOA digital credit recovery; and vocational teacher access through their Chromebooks. Students are expected to join live instruction, and may gain recorded content on a daily basis as needed, with email or video access to all the above teachers and support systems.

8. Describe your attendance policy for continuous learning.

All building principals track student attendance on a daily log-in GoogleForm linked through Canvas LMS. At MS/HS level teachers and guidance counselors keep a shared GoogleSheet where teachers may provide additional comments or requests for follow-up for parents/students. At the elementary level, principals or other designee call or email students/parents to ensure students are engaged. They can also provide direct support or reach out to others to ensure students are able to complete work.

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

Our goal is to continue to support our students in the best possible way. For our 2020-2021 school year, we will begin our intervention labs with students who were enrolled when the pandemic hit. This will allow us to immediately support many of our at risk and SpEd students from day one. We will embed the necessary remediation skills within the current academic curricula and reinforce skill sets where deficiencies are glaring. We will not complete our beginning of year benchmark data until early Sept.

Section Three: Staff Development

---

10. Describe your professional development plan for continuous learning.

We provide daily access to our Assistant Superintendent (curriculum, instruction, assessment, and professional development coordinator) and Five Star Tech Integrator and Tech Team, who work tirelessly to support teachers in all areas of planning; program usage; video and digital training, etc. We have been doing home learning days for the last three years, so our teachers were able to adjust fairly well. Virtual training from vendors has also been available to teachers and parapros. Finally, teachers all collaborate very well within departments/ grade levels and across districts. We also have several "technologically gifted" teachers who provide tutorial support to others freely.