



District or Charter School Name

Archdiocese of Indianapolis 9200
St. Charles School C900
**Updated 8/1/2020

Section One: Delivery of Learning

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

Kindergarten-5th Grade teachers will use Google Sites and/or Google Classroom to upload lesson activities, connect students to online work, send video lessons, and provide parent communication. Teachers in K-5 will utilize IXL to provide student practice, diagnostics, and monitor student growth. Teachers will participate in virtual classroom meetings on a regular basis. Teachers will use Jupiter Ed to send parent email and record attendance. Teachers will allow students to join live classroom lessons virtually.

6-8th Grade teachers will use Google Classroom to upload lesson activities, connect students to online work, send video lessons, and give quizzes. Teachers in 6-8 will utilize IXL to provide student practice, diagnostics, and monitor student growth. Teachers will participate in virtual classroom meetings and provide office hours on a regular basis for students. Teachers will use Jupiter Ed to send student and parent email and record attendance. Teachers will allow students to join live classroom lessons virtually.

Students with any type of special needs, with or without plans, are receiving one on one support on an as needed basis. Our teachers, specials teachers, and resource teachers are personally reaching out to families and offering to support them in any way that is helpful. Teachers are mindful to continue to make modifications and accommodations weekly.

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

The primary mode of communication to students, families, and staff is from our principal through email messaging using Jupiter Ed.

Teachers are able to send weekly/daily information to students and families through Jupiter Ed, Google Sites, and Google Classroom. Teachers also communicate by gmail, text message, virtual meetings, and by phone.

The staff participates in virtual meetings on a regular basis by grade level with the leadership team.

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

Students that are working from home primarily using their textbooks, their own technology devices, and wifi. Students receive weekly/daily emails from teachers, use their Google Sites and Google folders to access lesson activities, locate online work, watch video lessons, attend virtual meetings, and take quizzes. Students in K-8 grade also utilize IXL to practice skills in math, language arts, science, and social studies and participate in diagnostics. Teachers will allow students to join live classroom lessons virtually.

Students with any type of special needs, with or without plans, are receiving one on one support on an as needed basis. Our teachers, specials teachers, and resource teachers are personally reaching out to families and offering to support them in any way that is helpful. Teachers are mindful to continue to make modifications and accommodations weekly.

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

Student Textbooks
Student Chromebooks
Teacher Ipads or Laptops
Jupiter Ed
Google Sites
Google Classroom
IXL
Wonders
Go Math!
My Catholic Faith Delivered
Kids A to Z
Foss
Lab Aids

**Teachers and students are primarily using their own technology devices and wifi at their homes.

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

Teachers are sending weekly and/or daily emails with checklists to families through Jupiter Ed. Teachers are corresponding with students and parents during office hours Monday through Friday. All are able to send messages in Jupiter Ed, Google Sites, and Google Classroom. Teachers can monitor student work in real time in Google and IXL. Teachers are teaching live, holding virtual meetings, and holding virtual office hours with students and parents during the week. Teachers may also correspond by gmail, text message, and by phone.

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

Teachers are corresponding with students and parents to provide feedback and answer questions Monday through Friday. All are able to send messages in Jupiter Ed, Google Sites, and Google Classroom. Teachers can monitor student work in real time in Google and IXL. Teachers are teaching live, holding virtual meetings and holding virtual office hours with students and parents during the week. Teachers may also correspond by gmail, text message, and by phone if there is a concern or question about the work that is being completed. Each week all grades are being continuously entered. If we are having trouble connecting with a family our support staff is reaching out to them by phone. Families are also able to drop off work and pick up new materials each Friday.

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, students in 8th grade can earn high school credit for Algebra 1, Honors Geometry, and/or Spanish 1. At the end of May, 2021, students quarter grades will be averaged into semester and year totals and sent to the high school they will be attending beginning in August, 2021. These high schools will then meet with students to go over their 8th grade transcript and decide if the above classes should be taken for high school credit on an individual basis.

8. Describe your attendance policy for continuous learning.

Students in K-5 will complete attendance by Google Attendance Form and a Google Exit Ticket. Teachers will update in Jupiter Ed.
Students in 5-8 will complete an attendance blog directly in Jupiter Ed.
In Jupiter Ed, Remote attendance is also set up. Jupiter Ed will automatically count students present if they log into Jupiter Ed during the hours of 8:00am - 8:00pm. Teachers can override remote attendance if needed.

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

We are providing in person and At Home eLearning this year. Teachers will allow students to join live classroom lessons virtually. This will allow us ample time to complete expected skills for the 2020-2021 school year. We do not anticipate any gaps, however, we will use the interim formative assessment tool to monitor student progress. If a gap is detected our teachers, specials teachers, and resource teachers will personally reach out to offer support to them in any way that is helpful to close the gap. Throughout June and July we will provide optional but highly recommended summer eLearning in math, language arts, science, and social studies utilizing the IXL platform. We will also provide recommended reading lists for each grade level.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Faculty has met during virtual meetings on a regular basis since March 13th, 2020 to discuss and plan for all eLearning. Faculty have been engaged in online professional development provided by many educational vendors on an individual basis. The leadership team will be able to select and attend sessions on distance learning and exceptional learners during the NCEA Virtual Convention April 13-15th, 2020. Faculty will continue to meet several times weekly throughout 2020-2021 in virtual meetings in order to problem solve, collaborate, and plan.