



District or Charter School Name

St. Patrick School of the Terre Haute
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Section One: Delivery of Learning

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

St. Patrick School will deliver continuous learning opportunities using both traditional (textbook/paper pencil) and digital resources (Google Classroom, Seesaw, Class Dojo, and our school SIS). Continuous learning objectives will continue to connect prior concepts taught with current curriculum. Students have textbooks and classroom materials available in print and online. School devices will be distributed to those student populations in need. School staff (teachers, resource teachers and administrators) will do weekly check-ins via phone, classroom digital meets, or e-mails to stay connected to family needs and address questions or concerns. Special education teachers (speech and resource) will contact students and parents directly to identify needs or adjustments to ISPs and CSEPs and to provide individual packets.

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

St. Patrick School sends out communication through our family email distribution list to students and families on a weekly basis with updates throughout the week as needed. Staff members are given updates through e-mails and during weekly video staff meetings. Shared Google Documents are updated weekly for FAQs. Teachers communicate with parents and students

through email, text, Class Dojo, Seesaw, or phone calls as needed, but continue to send out their normal weekly communication as they would when instruction was given in the classroom. Administrators make follow up calls to address concerns, answer questions each week to different families to stay abreast of the ever-changing dynamics at home. Language translations of informational documents are made and included in communications.

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

Most students receive instruction through Google Classroom. Our younger grades PK-K have relied more on emails through our SIS or Seesaw to push out instruction and videos. All students have their textbooks available in print and digitally. Speech and Title I teachers continue to deliver content via packets sent in e-mail or through the classroom teacher, as well as, checking on students' progress/needs via phone and email. Our ELL and Special Ed students have weekly check-ins with our resource teachers, receive one-on-one instruction if needed from either resource or classroom teacher. Classroom "meets", SEL resources, pictures shared through our social media streams along with phone calls are used as supports for the social/emotional dynamics that may present themselves during distance learning.

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

Teachers / Office Staff

Laptops

Google Suite Tools (Classroom, Sheets, Docs, Forms, Hangout Meets, Slides, etc.)

Pearson online text and resources for ELA

Think Central online resources for Math

YouTube

Textbooks

Variety of apps used for practice of skills that are part of the blended learning or resources from IDOE remote learning/e-learning

Jupiter Ed (Grading/Reporting/Communication)

Students

Individual textbooks for ELA, Religion, Math

Digital textbooks through Pearson (ELA) & HMH Think Central (Math)

Digital Social Studies and Science (Studies Weekly)

Access to Google Suite Tools (Classroom, Sheets, Docs, Forms, Hangout Meets, Slides, etc.)

Jupiter Ed (SIS) -Communication

Packet/paper copies of work

Variety of apps used for practice of skills that are part of the blended learning or resources from IDOE remote learning/e-learning

PreK-K - SeeSaw App

* Making school devices available for home use when determined necessary.

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

St. Patrick School expects teachers to stay in contact with students and families in a variety of ways, but expects at least one contact with both parents and students each week.

1. Update websites & send out email to families (Weekly)
2. Organize a Google Meet for classes (Weekly)
3. Hold office hours on each day of instruction from:
9:00 - 10:00 a.m.
2:00 - 3:00 p.m.
6:00 - 7:00 p.m.
Teachers will communicate best method of contacting them to families and students (i.e. phone, text, e-mail, Google meet)
4. Answer questions and concerns within 24 hrs. Of receiving email, text, phone message
5. Contact students/parents to continue open dialogue on student work and well-being (On an ongoing basis to report successes and concerns.)
6. Resource teachers and administration continue to make weekly contacts in addition to classroom contacts with special populations via phone calls and emails.

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

Teachers at St. Patrick School will acknowledge when student work has been submitted via Google Classroom or e-mail to both student and parent. Grades/scores will be posted in Google Classroom or School SIS system as work is grade. Additional feedback will be given to the whole class during Google Meet (if needed), individually via email or phone call, or in a comment left in Google Classroom, sent through class Dojo, or Seesaw app. It is the expectation that as weekly assignments are completed feedback will be given and that each student will be aware of their achievement of assignments turned in, assignments that were not completed, or assignments that may need corrections prior to the next set of assignments being delivered the following week.

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.

St. Patrick School will continue to work with our local high schools so that students taking Algebra will receive appropriate instruction and resources to help them meet the requirements necessary for credit should they choose to use them.

8. Describe your attendance policy for continuous learning.

St. Patrick School currently uses a daily attendance question that must be answered by students or parents of younger students via an email to the teacher or using the Google Classroom. Students who have not checked in by late afternoon will receive a second reminder via email or phone call depending on which method works best for that family.

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

Our long term goal to address skill gaps for the remainder of the year would be to continue to provide supports for students as needed through instructional practices, resources we are able to make available (digitally or packet), and weekly check-ins to answer questions or provide small group or individual time to students who may need additional instruction on a concept or skill.

Teachers will continue to track attendance and assignment completion to share with administration in case there needs to be phone conferences held to deal with concerns in these areas.

Our resource staff will continue to check in with families/students on a weekly basis and address concerns that arise related to instruction, SE issues, struggles with format, etc.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

We are currently working with our IT team to provide support in Google Classroom, Google Meet and other Google Suite components that we have found helpful through their webinar services and Facebook page. We also have our technology teacher pushing out helpful hints and YouTube videos as resources. As we continue to look at the future and possible continuation of this format, we have lined up additional PD tied into teacher requests that we will make available over the summer via a webinar format.