



District or Charter School Name

St. Mary's School, North Vernon

Section One: Delivery of Learning

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

Teachers are using Google Classroom to deliver eLearning lesson plans and assignments. Teachers are using Google Meet to host online instruction; they are also using pre-recorded videos found via the Internet and also recording videos on their own to provide the direct instruction component. Teachers are using a variety of resources to supplement their online instruction including textbooks and the online resources provided by these textbook companies, teacher created material, IXL, and Accelerated Reading.

Students & parents are also given the opportunity to choose a paper option when the internet is limited or the special needs of a particular student are better suited for a hard copy. The school is ensuring students are receiving accommodations as stated in Individual Service Plans.

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

Teachers are using the following methods to communicate with students: Google Classroom, email, and Google Meet.

Teachers and administration are using the following methods to communicate with families: our data management system, email, text messages, and phone calls.

The school is communicating with the staff using the following

methods: email, text messages, phone calls, and Zoom meetings.

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

All students in grades K-8 have an email account assigned by the school and experience with Google Classroom. Direct instruction videos are being sent to students using these modes of communication. Students also have access to their textbooks which were taken home on Friday, March 13. Primary grades were also sent home with packets to complete in addition to or along with their direct instruction videos. A second packet pick-up was held on Tuesday, April 7, for students in grades K-2. Students receive support from teachers via Google Classroom, email, or text messages. Many of the teachers are also answering questions and providing additional support by telephone when parents are available.

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

Student equipment and tools:

1. All students in grades K-8 have a chromebook and charger.
2. Google Classroom
3. Google Meet
4. Google Forms
5. Math textbook
6. Reading textbook
7. Science textbook
8. Digital resources provided by textbook companies
9. IXL
10. Studies Weekly (Social Studies & Science)
11. Newsela
12. Story Works/Scope (Scholastic supplemental reading material) & online digital resources
13. Teacher created packet
14. Dry erase board
15. Picture books and novels

16. Art/project supplies including glue sticks, scissors, rulers, crayons

Teacher equipment and tools:

1. All teachers in grades K-8 have a surface tablet and charger.
2. Google Classroom
3. Google Meet
4. Google Forms
5. Math teacher manual
6. Reading teacher manual
7. Science teacher manual
8. Digital resources provided by textbook companies Math teacher manual

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

Teachers are expected to connect with the students on a daily basis. A direct instruction component of each lesson is expected to be posted or hosted live using either Google Meet or Zoom. When live meetings are hosted with students, a support staff is also invited to those meetings and expected to attend to help with supervision. Daily assignments are also emailed to parents in the primary grades to ensure expectations are communicated and received. Teachers are also expected to regularly update grades using our students management system; parents are encouraged to check in regularly to monitor their child's progress.

The principal is sending "morning announcements" on a daily basis. We are using this to begin our day as we always do with prayer and pledge and also to communicate with students and parents. The weekly school newsletter is still being sent to parents via email.

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

Teachers are grading assignments as they are submitted and updating grades in JupiterEd, our student management system. Teachers are also sending emails and text messages when assignments are submitted incomplete or unsatisfactory so that these can be redone and resubmitted. Teachers are checking student progress daily and making phone calls to parents of students who are missing assignments.

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.

We have eighth graders receiving high school credit in Algebra I and foreign language. Students in those classes are continuing and completing the course work required to receive credit.

8. Describe your attendance policy for continuous learning.

Teachers are taking daily attendance based on student responses. The majority of the students are checking in via Google Classroom. Those few students with limited internet access are checking in using an agreed upon system (for example, a text message, email, etc.)

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

We are making plans to send home links to resources available through DOE for parents and students to access during the summer. We are also setting summer reading and math goals for each student with a reward system for upon their return in the Fall.

There have been discussions about hosting a STEM camp this summer to encourage students to refresh their skills. This would

be dependent on the current situation of our state in regards to the pandemic.

As we anticipate a much larger gap next Fall than we typically experience, teachers will be participating in PD this summer and early next school year to establish a plan to use NWEA data at the start of the new school year to make adjustments to instruction and to meet individual students where they are when they return.

Classroom assistants and resource staff will also be used to provide one-on-one and small group interventions to struggling students in the Fall. Teachers will also provide before school and after school tutoring to students based on individual needs in the Fall.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Teachers and principal are currently using Zoom meetings to discuss resources provided by the DOE and to share and discuss best practices for virtual learning. Teachers are also using these weekly meetings to discuss best practices for meeting the social and emotional needs of the students and parents during this time.

Administration will be attending professional development in June on how to use data to make adjustments to instruction to fill any gaps.

Teachers will also be participating in PD with the principal and with Tools for Success in the Fall to learn how to use data to make adjustments in instruction.

**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.**