



District or Charter School Name

St. Roch Catholic School

Section One: Delivery of Learning

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

We will deliver continuous learning opportunities through standard based instruction using several online platforms. Each grade level team works together to produce e-learning lessons for their grade level. Subject areas include Mathematics, Language Arts, Religion, Social Studies and Science. In addition, we also include PE, Art, Music and Spanish on Tuesdays and Thursdays.

Each Sunday evening, the principal pushes out all assignments, for all grade levels, for the entire week. Parents have access to all assignments, and communication is streamlined. This really helps parents who have multiple students in our school.

Students are held accountable for assignments by their teachers and also by the administration. There are clear due dates and times for all assignments. These due dates and times are listed on the weekly email of assignments. When students do not complete assignments on time, the teacher makes a phone call to the parents. The student is then given extended time to complete.

Teachers keep track of completion of assignments on our Jupiter Ed platform. Teachers update the platform throughout the week. Parents have access to this platform so that they can track their child's progress. If a student does not ever complete the work assigned for a particular day, they are marked absent for the day. If they make up the work, they will be changed to present.

We have several students with Individualized Service Plans. These students receive help via our Special Education Team. Our lead special education teacher modifies lesson plans to fit each student's needs. Collaboration occurs daily between the general education teacher and the special education teacher. She also works with each student a couple of times a

week to be sure that they are accomplishing all tasks, and to instruct and assist students needs.

Our special education teacher sends individualized lesson plans to several students, to specifically target skills that they need to work on to help them reach the goals stated in their service plan. She is available all day between 8 am and 3 pm to assist families. She also works in the evening from 6 to 8 pm for families who do their E-Learning later in the day. In order to be compliant with Special Education timelines, virtual case conferences have been and continue to be held.

Our lead Special Education teacher continues to document communication with families. As needed, adjustments are made to student's service plans.

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

We communicate expectations for continuous learning implementation in several ways.

Students

- All students in grades 2-8 have a school email address. They receive an email each Sunday evening that contains the assignments and expectations for the week.
- Most teachers make videos that outline the expectations for the week, and students have access to these via the Sunday document.
- Each day, an email is sent to all students with several daily videos. One of the videos is the Daily Morning Message Video. In this video, the principal addresses the students and motivates them for the day ahead, reminding them of expectations.
- Classroom teachers hold Google Meets with the entire class, so that they can continue to stay connected and set expectations for students.
- All students have access to all teacher emails, and are able to communicate with teachers anytime they need assistance.

Parents:

- All parents receive a Sunday evening email that pushes out assignments and expectations for the week. They click on the button for the grade level they need, and the teacher has clearly defined expectations and assignments for the week. The teachers also provide all necessary links..
- Parents have access to all videos that enhance instruction, and all videos intended to motivate students.

- Each day an email is sent with videos that parents can use to help students succeed and stay connected to St Roch Catholic School.
- Parents can use Jupiter Ed. to track the progress of their students, and help be sure that students are meeting the expectations of the school.
- All parents have access to all staff emails, and staff are readily available to help.

Staff

- All members of the staff meet at least once a week with the administration of St. Roch Catholic School. In these meetings, expectations for the following week are outlined. There are always discussions of ways we can improve, and new things that we can try, if we find something is not working.
- All staff are accountable for their weekly lesson plans. All plans must be submitted to the principal by 6 am Sunday morning.
- All staff must update Jupiter Ed several times each week so that parents are kept up to date. This is monitored by our Assistant Principal.
- Staff members must be timely in responses to student and parent emails. During the hours of 8 am until 3 pm each day, Monday-Friday, teachers must be available online to answer any questions.
- Staff members must also communicate daily with administration if students are not completing assigned work.

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

During our continuous learning, our teachers plan their lessons a week at a time. Their lessons are based on the state standards for their grade level, in particular the high priority standards listed on the I-Learn blueprints. Our teachers use several different e-Learning platforms for their lessons.

Our teachers are using MobyMax, IXL, Google Classroom, YouTube, ESpark, Mystery Science Lessons, Splash Learning, Time for Kids Online, Sheppard Software, Boom, Recess Room, Prodigy, Xtra Math, Google Meets and many other online platforms to provide instruction and practice on the standards.

Teachers are creating videos of themselves teaching the standards they are covering for the week. In addition, teachers are creating worksheets and turning them into PDF documents that students can complete at home and send back for teacher evaluation. Teachers also use Jupiter Ed Jumo pods, email and google docs for students to submit work.

All of the lesson plans for the week are compiled into one document and

sent out to parents via Constant Contact. Our teachers and instructional assistants are available during day, and also the evening, via email, text, or phone call to assist students or answer parent questions.

After our 2nd week of E-Learning, a survey was sent to all parents. Several families indicated needing a staff member to check-in and help organize assignments, and also help complete assignments. All of our instructional assistants have been paired with several students. They check-in with them each day, and in most cases provide one on one support to help students complete their work.

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

We have provided Chromebooks and iPads to any student that needs them. Students also were allowed to take their textbooks and practice books home with them. Teachers are using their laptops, email, text, and phone to communicate and disseminate information to students and parents.

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

Educators and support staff connect with students and families each day. Each day the principal sends out an email that contains 5 videos and 3 share sheets. One of the videos is about a 20 minute segment in which we pray, laugh, have fun, motivate, sing and dance. There is also a part in the video each day where parents submit pictures of students learning at their homes. These photos are included in the next day's video.

In addition, the Assistant Principal also makes two videos each day. One is a "Show and Tell" video and the other is "This Day on History." These videos are a great way for the students to stay connected to the school.

Our Instructional Assistants and principal also do Read Aloud videos. We send a video for Pre-k to 2nd grade students, and also a video for 3rd-5th grade students. Along with the video we share a google doc and each day ask the students to respond to a question about the story we read. The admin team and instructional assistants check the sheets several times a day, and comment on the answers the students have given.

Our music teacher produces a daily videos for art and music projects that

students can do from home. Our classroom teachers provide videos of themselves teaching for students to view. Classroom teachers also host Google Meets with their classes on a regular basis.

At least one day a week, and sometimes twice, we host a virtual all school mass. We also host virtual rosaries in the evening so that families can pray with us and continue to stay connected. Our 8th grade class made and produced a virtual Stations of the Cross. We will also be having a Virtual May Crowning, and a virtual talent show.

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

Each teacher is required to post on Jupiter Ed. multiple times per week. Parents can log in and see the work their student completed, and also how they performed on the assignment. We are using a competency based approach rather than giving letter grades from the assignment. If the teacher feels that a student has not achieved competency on a standard, the teacher then reaches out to the parent and student to address a way to re-teach and assess the standard.

Our instructional assistants play a big role in offering assistance to our homeroom teachers to help them achieve competency. They will make phone calls and help re-teach the material. Some make videos to show the information another way if that is what is needed.

Our teachers know their students, and do an excellent job of communicating with them if they are not achieving to their potential, or are struggling in any area. Daily communication is essential, and our teachers are in constant communication with students and parents.

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 are a Pre-K-8th grade building, so none of our students are working to earn high school credit. A few of our 8th graders are taking an Algebra class to help them test out of some pre-Algebra requirements in high school. Their curriculum is designed to help them have the required information to pass the exam required to test out of pre-Algebra.

8. Describe your attendance policy for continuous learning.

Each day students must fill out a google form for their attendance. In addition, students must complete at least half of the work that they were assigned for the day to be considered present. If a student does not complete at least half of the work, they are marked absent for the day. The homeroom teacher or member of the admin team make a phone call home letting the parents know that the student was marked absent for the day. Once the student completes the work, a student can then be marked present.

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

Dealing with skill gaps while learning remotely is difficult or impossible. Teachers are gathering data from assignments students are turning in and adjusting new lessons to deal with “gaps” or difficulties. We have realized that dealing with many of these gaps will happen once we are able to return to our buildings and begin “normal” instruction again. Therefore, we are in the planning stages at this point to come up with a way to make sure students are prepared for their next grade level. Some of the plans we have discussed:

1. A summer school where students would be requested, but not required to attend to address skill gaps.
2. Begin the school year next year and spend the first several weeks reviewing key concepts that were normally taught in the 3rd and 4th nine weeks of the previous school year.
3. Use our ILearn preparation testing offered through Voyager Sopris Learning (formerly AirWays) and other teacher created testing for the beginning of the year to identify skill gaps. Once gaps are determined,

we will use that to guide our instruction whether it be whole-class instruction or use of our Instructional Assistants for one-on-one or small group instruction.

4. During the summer, teachers would be required to have vertical level meetings with the grade above they grade they teach, and the grade below. These meetings would be used to discuss material that the previous year's teacher feels needs addressed at the beginning of the next school year.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Professional Development Plan

- Continue to hold weekly PLC meetings
- To date, we have hosted virtual trainings on: Google Classroom(5th-8th), Jupiter Ed Juno Pods, IXL, How to Make and upload You Tube Documents, How to Use Google Meets to hold virtual meetings with classes, and our FACTS communication system.
- Upcoming virtual trainings include: competency based grading for grades 3 to 8, and Google Classroom for grades K-4.
- Administration and School Improvement Team will be re-visiting our School Improvement Plan.
- In June, administration will participate in PD training with Cathy Tooley on breaking down data to drive instruction.
- Teachers continue to collaborate with one another, and share ideas for E-Learning.

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.