



**District or Charter School Name**

St. Monica Catholic School

## Section One: Delivery of Learning

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

- Daily Google meetings for students in grades 3 - 8 (whole group)
- Daily Google meetings for reteaching (small group) for students with ISPs or in MTSS
- Office hours daily from 9 - 11 for immediate response from staff
- Office hours daily from 11 - 2 for intermittent response from staff
- Use of Google Classroom for delivery and submission of assignments
- Recorded lessons shared via Google Classroom/Seesaw/homeroom email distribution list
- Multiple digital program implementations that include but are not limited to Learning A-Z, Achieve 3000, Edgenuity, and Easy Tech.
- Daily contact is made by our SEL support staff with our students identified as needing support for Social Emotional Learning. Various physical and mental activities are provided to parents to support their child's learning.

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

1. Teachers communicate expectations daily by 9AM in all grade levels through our student management system and Google Classroom for grades 4-8.
2. Weekly emails are sent to families through our student management system followed by daily text messages to inform all families of expectations and information for available support
3. Staff receive weekly emails, daily text messages, and participate in a virtual meeting weekly

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

Academic instruction is provided through daily direct instruction using various digital modes, digital programs such as Raz Kids, Edgenuity, and Achieve 3000 that provide differentiated instruction at the students' readiness level, and paper packets with teacher guidance on how and when to complete the assignments.

Families are surveyed weekly to determine resource and support needs. We have a team of staff that addresses each individual family need to provide resources and services that support participation and growth. These supports include counseling, recommended activities, device distribution, and community resource guidance.

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

- Teachers have at least one of the following school provided devices: MacBook Pro/MacBook Air/iPad
- All students in grades 6 - 8 have at least one of the following school provided devices: iPad/Chromebook
- All Students in grades PK4 - 5 are provided with a school owned device if no device (or limited access) is available at home

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

- Teachers 'meet' daily with students for direct instruction via Google Meetings or recorded videos
- Teachers email each family daily for confirmation of attendance
- Attendance is monitored daily to find patterns of absence to address promptly
- School Social Worker makes regular phone calls to families at risk for becoming disconnected
- Instructional Assistants and Support Staff 'meet' daily with students with ISPs or in MTSS to provide academic support
- Teachers and Support Staff meet weekly via Google Meet to debrief

and prepare for the following week

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

Our student management system is utilized daily for gradebooks that include assignments and participation. Teachers use email weekly to provide narrative feedback. Google classroom is used for assignment completion, submission, and feedback for grades 3-8. Once papers are returned, for those using paper support, they are graded and feedback is provided through the gradebook and email. Progress reports are run weekly by our director of support services to evaluate potential needs. She reaches out to the homeroom teacher to start a discussion that includes the families as necessary.

All digital resources including Raz-Kids, Edgenuity, and Achieve 3000 provide immediate student feedback.

## Section Two: Achievement and Attendance

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- 7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.**

N/A

- 8. Describe your attendance policy for continuous learning.**

Daily attendance is required for all students PK-8th grade. Attendance is collected by homeroom teachers each day at 9AM through email and google meet. Assignment completion, email from parents regarding paper completion, and google meet participation are the three ways to obtain a present status. Accommodations are made on an individual family basis if digital learning is restricted to include alternate times or modes such as texting.

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

Currently we are addressing individual support issues using our instructional assistants, social worker, and ENL teachers. They provide direct instruction with those students identified with gaps in English and Math. We are directing teachers to provide our team with student needs as they arise so that we can start intervention as soon as we see the need.

Our plan of small group and individual tutoring has been developed and implementation will commence as soon as we are released to begin such type of support. This support will continue into the school year with assigned before and after school tutoring as well as recovering times built into the school day for all students in need. This plan includes soliciting licensed teachers for tutoring, creating a new plan for use of title funding, and collecting data to include student levels of performance and skill needs. Class placement is also being completed to meet student needs.

## **Section Three: Staff Development**

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### **10. Describe your professional development plan for continuous learning.**

Our professional development is divided into 3 components. The first component is weekly digital meetings in professional learning community groupings. The agenda for each meeting contains eLearning support that provides educators with the necessary tools and directions to improve their effectiveness with students. The second component is our weekly staff email that contains links to expand the professional knowledge of learning outside the classroom walls. The third component includes surveying teachers, parents, and students to acquire the data necessary to plan professional development opportunities for May through July to address needs for future experiences with eLearning.

All staff are encouraged to share what they find as effective and non-effective practices to narrow the learning curve and increase the effectiveness of distance learning.