



**District or Charter School Name**

Archdiocese of Indianapolis  
St. John Paul II Catholic School

## **Section One: Delivery of Learning**

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

The Google Classroom platform is used daily on traditional school days. During this period of Distance Learning, students and parents are now using this platform to access instruction, resources, and assignments. Also provided on Monday via email is a weekly grid and/or checklist to students and parents. Teachers are able to communicate and provide feedback to students via this platform also. Once-a-week lessons from the special area classes, music, art, PE, and technology are provided to each student in this same manner.

It is a priority to be in tune to our students' social/emotional well-being. Teachers are available not only via email, but also through virtual meetings through Google Meet. This not only allows for the opportunity for teachers to check-in on students academic progress, but also their emotional state. Also included in each child's Google Classroom is a link to watch virtual morning announcements which mirrors what we do on a typical school day. The school principal leads a video prayer, birthday announcements, and other messages. This helps provide a routine and familiarity they are accustomed to.

Teachers are available for email consultation each day from 9:00-3:00. Teachers are reaching out via email and phone to parents individually as needed.

Grades K-5 students use their own devices, while students in grades 6-8 have school issued Chromebooks.

Classroom teachers are working in conjunction with our Special Education Coordinator and our Special Ed Assistant to modify or adjust assignments for students with ISPs to meet the needs of individual students. Both the coordinator and the assistant are in contact with students that they service via Google Classroom, email, and/or Google Meets. Both are also in communication with parents.

2020-21 Update:

JPII Catholic School will return to on campus learning Wednesday, August 5th. Those parents that do not feel comfortable with their child/children returning to campus due to COVID-19 are given the option to participate in the JPII Online Initiative (JOI), a remote learning program.

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

### **Students:**

- All students K-8 are skilled in the use of Google Classroom and have school email addresses.
- Teachers provide on-demand videos.
- Teachers provide opportunities to be "live" with the teacher and classmates via Google Meets as age appropriate.
- Daily video morning messages.
- Students can communicate via email with teachers 9-3:00 daily.

### **Parents:**

- Parents have access to their child's Google Classroom
- Parents receive a grid view/ assignment checklist
- Parents can reach teachers via email from 9-3:00 daily.
- Weekly e-newsletters to parents
  - Message from principal
  - Message from counselor
  - Photos/articles about student eLearning projects/assignments
- Parent survey to gain parent input: eLearning expectations/communication, etc.

### **Staff:**

- Weekly "Friday Facts" memo is emailed to faculty/staff & archived in Faculty Google Classroom and includes:
  - Resource suggestions
  - Professional Development Opportunities/Requirements
- Weekly Zoom Meetings to Check-In
- School Principal/Faculty Members communicate frequently via and phone.
- Input Concerning eLearning Schedule
  - Shared Google Doc for Comments
  - Faculty Survey

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

### **Access to Academic Instruction:**

- Information for the week's lessons is communicated through Google Classroom.
- The lessons are based on the Indiana Academic Standards.
- Many modalities are used to deliver instruction based on age appropriateness.

### **Access to Resources:**

- Students access digital materials with at-home or school-issued devices depending on grade level. Within Google Classroom students have access to a variety of resources including IXL, Xtra Math, Happy Numbers, Kahn Academy, Accelerated Reader, Spelling City, Flocabulary, MyOn, BrainPop, etc. depending on the grade level. Teacher-created videos are also posted.
- Other resources include Word and PDF documents, and Google Forms that can be printed or completed digitally.
- Access to digital textbooks varies across subject areas and grade levels, but includes the Pearson Realize platform, and middle school math. Some grade levels are using "paper" basal readers or novels.

### **Access to Supports**

- Lessons are available for the week on Monday.
- Teachers are available 9-3:00 via email.
- General Education and Special Education teachers are reaching out to students and their parents individually to offer support to parents and families.
- School Principal is involved with parents/families in need of additional support.

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

### **Staff**

- Teachers are using their home device, or were given the opportunity to take home a school Chromebook.
- Teachers are using the tools from two years of monthly technology integration training they participated in.
- JOI: On campus teachers are using Google Meets, Interactive Panels, and Document Cameras to provide the synchronous instruction.
- JOI: Recordings are also used for asynchronous instruction.

### **Students**

- K-5 students are using home devices.
- 6-8 students are using school-issued devices.
- Students are using the tools they have from the use of Google Classroom and digital resources such as IXL during traditional school days.

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

In a K-8 setting the methods and frequency of connecting with students and families are understandably varied. There is continuous communication between our teachers, students, and families.

- All grades use Google Classroom and email to connect with students/families.
- Younger grades do Check-In Google Meets that are beneficial for the social/emotional well-being of students.
- There is a Middle School schedule of Google Meets hosted by different Middle School teachers. These older students choose which teachers they want to connect with either for a check-in or for academic support.
- Teachers know our students and parents very well. They are aware of our most vulnerable students, and support families that are in most need on an individual basis by phone.
- Middle School teachers completed a caravan to each 8th grade student's home to show support.
- A video with a positive message about the strength of our school community even though we are apart was created and shared on social media.
- Weekly Parish Mass for children is on Facebook Live each Wednesday
- JOI: Students connect with on campus teachers and peers with the use of Google Meets.

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

- Assignments that are submitted through Google Classroom can be reviewed, and feedback given through Google Classroom
- Assignments completed through Google Forms can be reviewed and feedback given.
- Many programs such as IXL include internal progress monitoring/feedback.
- Teachers communicate via email with feedback including asking students to make corrections.
- Google Meets sessions are used to provide "live" feedback.
- JOI: Feedback will be delivered on the same schedule as on campus students.

## 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.**

Not applicable

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

- Through April 17th students were considered present if they logged in to Google Classroom to access assignments. This was monitored by the teachers.
- Beginning April 20th, students will complete a Google Form each day for attendance.
- Teachers record attendance for their class.
- Update: JOI student attendance is directed to the JOI teacher via the parents.

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

- All students participated in STAR testing during the third quarter of the school year. Students whose scores are at these levels "On Watch" or "Intervention" are receiving individual attention and monitoring.
- Teachers are monitoring student work and making instructional adjustments--whole group, small group, and individually.
- Before the beginning of the 2020-21 school year, teachers will meet with teachers in grade levels above and below them to discuss skill gaps.
- STAR Assessment Data at the beginning of the 2020-21 school year along with anecdotal evidence from the prior school year's teachers will drive instructional decisions to address skill gaps.

## Section Three: Staff Development

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

The proactive training that the JPll Faculty received centering on technology integration through two years of monthly sessions with Five-Star Technology Solutions allowed for JPll to have an eLearning plan in place. Although it was never anticipated to be used to the degree we are using it now, we were positioned for the best success possible.

Continued professional development to add to this training includes individual research into additional online tools and resources considering the long-term nature of the distance learning we are now providing. Just as is done in the traditional classroom, methods and materials need to be varied.

All teachers are participating in the National Catholic Education Association Conference that is being held virtually. All teachers have online access and are required to attend at least one session. The school principal is also virtually attending this conference.

The school principal continues to research best practices for long-term distance learning and for meeting the social emotional needs of students and families. This is accomplished through digital conferences, articles, blogs, videos, webinars, Zoom meetings available from a variety of local and national sources. Pertinent information is curated and shared with appropriate faculty and staff members, and to school families via school communications.

Update: School Counselor to provide Professional Development at the beginning of the school year for teachers and for teachers to aid the social/emotional health of students. Training will be required for new hardware made available through the GEER Grant.

**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.**