



**District or Charter School Name**

St. Anthony Catholic School (C615)

**Section One:** Delivery of Learning

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

St. Anthony Catholic School is utilizing a combination of individual student packets and online learning. Title 1, Title 3, Resource (Special Education), Special Area Teachers and all core classroom teachers are providing student support.

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

**Parents:** A variety of communication is used, individual emails, SMS system and phone calls by classroom teachers and office staff to remind parents about packet pick up and drop off times and days. Teachers and office staff explain accessing online support and student work expectations. **Students:** Teachers, administrators and parents are communicating work expectations to students. Teachers are using DoJo, Google Classroom and parent email to communicate to students. At the request of a few parents, teachers are reaching out by phone to encourage students to keep doing their best work. **Staff:** Administration is supporting staff through weekly PLC meetings, faculty meetings and Friday Notes. Individual communication is taking place between administration and teachers to clarify and adjust as necessary. Teachers are tracking lesson plans in the E-Learning Lesson Plan document detailing standards/objectives, activities and assessments being

delivered through packets and online learning.

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

Initially a survey was sent to parents through SMS to determine which households were supported with internet connections and what types of devices were already available at home. Using that information, we deployed student Chromebooks to targeted students in grades 3-8 . (most respondents indicated internet access and a desktop, computer, or tablet at home)  
Chromebooks continue to be sent out as needs are made known. Teachers are hosting small group meetings with students through Google Meet, posting YouTube videos of greetings and instruction in the St. Anthony YouTube site and sending out other supports through DoJo, email or Google Classroom. Classroom teachers are also making phone calls to students through the parent's phone. K-8 student packets are developed by classroom teachers and support staff every two weeks. Over 95% of our student packets have been picked up by families. Students and parents are able to connect to teachers through email, Class Dojo, or Google classroom. Teachers are documenting this communication in their E-Learning Communication log shared with the administrator.

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

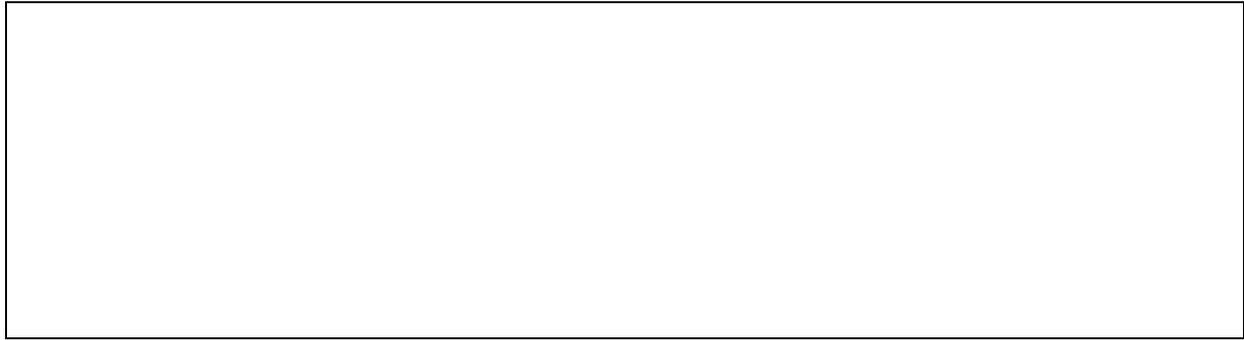
Staff have been working through portions of the Continuous Learning Guidance and the Continuous Learning Weekly Challenges Document during weekly Zoom PLC meetings as examples of guidelines and potential activities. Faculty meetings have focused upon staff wellness, led by Trauma Informed coaches, as a way to share emotions, concerns and to validate our feelings and support each other. These meetings will shift to reinforcing existing Trauma Informed Classroom strategies and implementing additional strategies for our students to use at home. Staff has received support on how to create Google Classroom, Google Meet and Google Voice. Staff are also supported in how to create and upload YouTube videos to our school specific channel. Individual and small group student support is provided as needed or requested. We continue to refine what we are implementing.

Packets are prepared for K-8 students every two weeks.

Teachers have designated office hours. Students may connect through teacher email, DoJo or Google Classroom. Students have been given chromebooks as described above. Some families have declined additional devices based upon resources available at home.

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

Each core classroom teacher is keeping an E-Learning Communication Log in Google. This details which students were contacted, on which day, the platform used and the outcome of that communication. It also specifies any parent/student response. The teacher then is seeking out new ways to connect with the families who have not responded. Teachers offer office hours each day during the week school is in session. Every week we see an increase in student engagement due to the efforts of staff.



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

As packets are returned, teachers are reaching out to students with feedback through Class DoJo, Google Classroom and/or giving that feedback through returned paperwork in the next packet. For students accessing learning through online platforms (Googe Classroom or DoJo) the feedback is more immediate.

## Section Two: Achievement and Attendance

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

NA

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

Teachers are tracking student participation in their E-Learning Communication Log. If student participation is not acceptable different communication tools are implemented. (Examples: DoJo, parent emails, Google Classroom, Google Meet, mail and phone calls.) Parents and students are reminded that participation in E-Learning can take place through learning packets and/or online platforms. Surveys are also sent weekly through the school SMS system asking the parent to verify the days that their child(ren) was/were involved in E-Learning that week. Times for student participation are flexible as needed to fit individual households. Attendance is determined by completion of expected work, whether that is online or through submitted packet work. If submitted student work is not acceptable, an incomplete designation can be given with additional time given for submission. All work is to be submitted by May 22, 2020.

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

Title 1, Title 3 and Resource teachers have been supporting their students with tailored assignments and instruction. Teachers are working to offer additional small group interactive virtual meetings. Classroom teachers are also offering small group instruction and differentiating packet work. As student work is completed and assessed, instruction is being adjusted to focus on most essential content to help close gaps.

### **Section Three: Staff Development**

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

Weekly Zoom PLC meetings and Zoom faculty meetings as described above. We continue to review returned student work and refine what our E-Learning looks like and the support we are providing to parents and students. In particular, we will continue to refine how to best support our struggling students, resource, and ELL students remotely.

**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.**