District or Charter School Continuous Learning Plan

District or Charter School Name	Our Lady of Mount Carmel School, Diocese of Lafayette-in-Indiana

Section One: Delivery of Learning

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

Our Lady of Mount Carmel School is participating in e-Learning lessons. Students K-6 are using the student learning management system Edmodo to receive their daily lessons, and junior high students are using Edmodo and Google Classroom. Lessons are posted daily to Edmodo/Google Classroom and emailed to parents. Teachers are using Zoom to record lesson instruction, host office hours, and to bring students together in a virtual classroom setting. Some teachers are also using Screencastify/Screencast-o-matic to record lessons. Homeroom teachers are working with Resource teachers to ensure that accommodations/modifications delineated on service plans are provided to students with special needs. Student lessons are delivered on Tuesdays, Wednesdays, and Thursdays, and Mondays and Fridays are professional days for teachers. Administrator meetings with staff take place on Mondays.

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

Expectations for student learning are communicated through the principal's daily morning and afternoon announcements that are posted on Edmodo and through teacher online posts. Families are receiving updated expectations and announcements as well as student assignments via email and through the weekly parent newsletter, the Messages from the mount. . Staff are receiving weekly faculty bulletins, as well as emails for quick updates. All staff meet on Mondays for grade-level Zoom meetings with their administrators. The administration plans on hosting three live parent informational meetings using Zoom software on 4/14, 4/15, and 4/16.

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

Students use learning resources that are both online and offline. Some students are reading novels that they brought home from school and completing assignments from their textbooks and consumables. Most of the school's textbooks are online for students to use (McGraw-Hill, Benchmark Universe), and grades 3 and up have ALEKS accounts to enrich their math instruction. Students in 5th grade and up are using Khan Academy for various subjects. Resource teachers, instructional aides, and our full-time school counselor are available for assistance.

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

Most staff and students have devices at home to use to manage e-Learning lessons, but for those who do not, the school let them borrow Chromebooks from the school to use. The computer teacher and curriculum director have been compiling online folders of professional development materials and sending out video tutorials explaining how to better manage the technology teachers are using. Students are using Edmodo and Google Classroom to fulfill their learning requirements; the staff have sent out explicit directions of how to take attendance and verify the completion of the students' daily work.

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

Educators and staff connect with students and families through Zooming, posting videos, sending emails, or through phone calls. Each Monday educators post a Week at a Glance which includes their Zoom schedule as well as an overview of the assignments for that upcoming week.

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

Teachers send messages back to students either by posting videos, communicating with them through live Zooms, or by providing feedback in written form through Edmodo or Google Classrooms. Ordinarily, grades are posted in Powerschool for students in grade 3 and up.
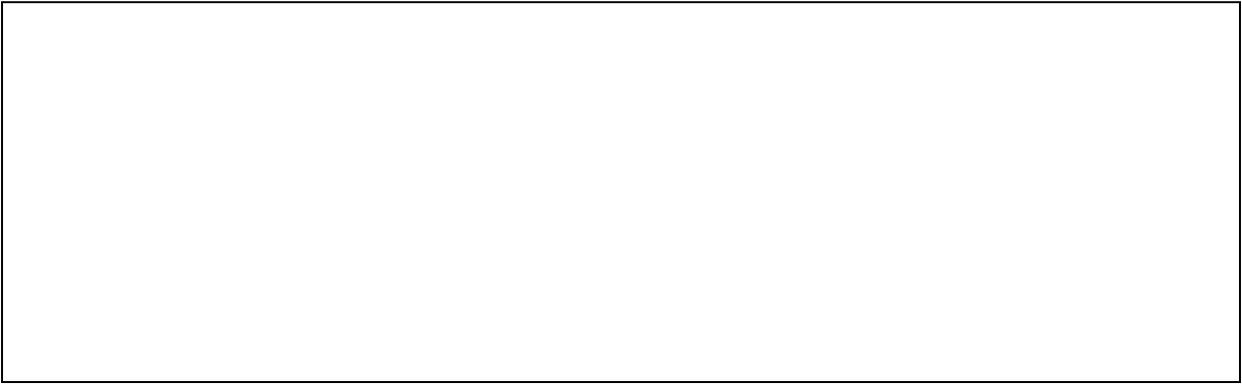
Section Two: Achievement and Attendance

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

As an elementary school, we do not have a plan for students to earn high school credits.

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

Each day, the administrative assistant sends out one email per family. The email contains links to an attendance form that must be completed for each student in their household and submitted by noon each day.

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

At the end of the year, the teachers will mark which grade-level skills and concepts will need to be remediated and highlighted the following year. There will be vertical alignment meetings in which this information is communicated to the teachers in the grade above.

Two years ago, the teachers collaborated together in both horizontally and vertically- aligned meetings to create a list of essential skills from the Indiana state standards the students must master before students move on to the next grade-level. Teachers created a list for ELA (Checklist Standards) as well as for Math (MathMustKnows). These documents will be reviewed by the teachers, and throughout the remainder of this school year, they will concentrate on highlighting the skills/concepts on these checklists that their students have not yet mastered. These documents will be shared with parents before the end of May, and the curriculum director will work with teachers to compile a list of resources that would provide students with extra practice to reinforce the essential skills for each grade-level. That list of resources will be shared with the parents. The parents will be welcome to utilize these resources with their children during the summer if they wish to do so.

Section Three: Staff Development

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10. Describe your professional development plan for continuous learning.

The computer teacher and the curriculum director at Our Lady of Mount Carmel School search for pertinent resources for the teachers to use during this time of remote learning. They send out video tutorials and host office hours to teach interested parties about such resources. They are also available at any time to answer questions teachers might have; the technology director also holds office hours to assist with teacher inquiries. Right now the curriculum director and the administration are in conversation about planning for next year's professional development training, especially in the area of the new ELA Benchmark program.

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.