



**District or Charter School Name**

St. Michael the Archangel (C650),  
Archdiocese of Indianapolis

**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.**

Students in Grades 6-8 will continue to learn utilizing Google Classroom, the online platform they have used all school year. Teachers will also utilize Google Classroom and Google Meet to conduct virtual lessons with students once a week. Students in Grades K-5 will receive a combination of packets and virtual learning. Teachers of these grades may use Google Meet or YouTube to produce videos for students to watch.

Students enrolled in our Title One program still have access to their Catapult Learning tutors and have been given access to complete their iReady lessons. Title One teachers will check in with students throughout the week to see how they are progressing and to see if they have any questions.

St. Michael-St.Gabriel services our ENL population in a number of ways, and we will continue to do so through our E-learning. The approach that the school uses for our ENL students is Sheltered English. All teachers are trained using the SIOP Model. Therefore, every teacher is required to include content and language objectives in their lessons. Also, they are to concentrate on the language skills for all learners. The ENL coordinator will be monitoring this weekly through communication with the general education teachers. The ENL coordinator is also providing extra support to those students who need more remediation than the Sheltered English Program. Those students will be working on vocabulary, sentence

completion, writing exercises, and reading comprehension as extra support to their general education. As the WIDA results are accessible, the ENL coordinator will also be producing new ILPs for the ENL students and share these results with the principal, Special Education teacher, and classroom teachers.

St. Michael-St. Gabriel's Special Education program serves 30% of the total population from Pre-K through Grade 8. The Special Education Servicing to students include students diagnosed and served with Individual Education Plans, General Education Students receiving Intensive Intervention Services, and students referred for evaluation to the Special Education Evaluation team with our partner school district. Since the conversion from traditional physical onsite schooling, all Special Education students continue to be counted as Inclusion students served within the conversion to Elearning. Given the components of E-Learning and the expectations of continuing high-level engagement to all students, all students are included and given any differentiation, accommodations, and assessment support services digitally and in one to one support teaching in video-chat formats. Special Education Services are working collaboratively with all components of General Education and Related Services providers to deliver required Individual Education Planned Services. Teachers are delivering all services using differentiated inclusionary resources to continue to educate students. All students have received Curriculum prepared lesson plans for the E-Learning platform. The school uses Google Classroom Systems to carry out day to day teaching and learning operations. Teachers and Related Services Personnel have distributed their classroom schedules and meeting times on digital platforms. Prior to school closure, all students and their parents received all learning materials, books, and packets to support their E-Learning experiences.

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

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Administrators will continue to communicate with staff and teachers via emails and Zoom meetings, while practicing social distancing. The school will use its school management system (Jupiter) to communicate with parents and students about the school schedule and assignments, as well as including this same information in our weekly newsletter sent via Constant Contact. Additionally, teachers of students in Grades 6-8 will communicate with students through Google Classroom. The principal will also be available from 9:00 a.m. to 1:00 p.m. (Monday through Thursday) to answer questions by phone at the school.

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

The school will communicate with parents when virtual class meetings will take place each week so that students can prepare any questions they have about the content. Student and parents have also been sent resources to access online materials for support, including those from the Indianapolis Public Library, IXL (Grades 3-8), and Achieve 3000 (Grades 3-8). Students and parents may also email teachers with any questions they may have between the hours of 9:00 a.m. to 2:00 p.m. for students in Grades PK-5 and between the hours of 9:00 a.m. to 5:00 p.m. for those in Grades 6-8.

Attendance systems have been set to allow parents to log into the school management system (Jupiter) and check in with the school for four days a week. A list of students with digital capabilities was also created. Students who can attend Google Classroom meetings receive their lesson plans in Google Classroom. Other students who were found to need additional differentiated support services, received hands-on packets with several weeks of learning tasks to complete. With E-Learning, the school's policy is to provide extended time and to not enter in zeros for missing work. While students are asked to submit work each week, extensions are granted to those students who need additional time to complete or even redo assignments, when needed. All work, however, must be submitted before the end of the quarter.

Teachers of students receiving Special Education services diligently provide weekly support services through teleconferencing classes and video-based classes for students to attend face-to-face interactions with

classroom teachers and students. Based on the Indiana Article 7 Laws and IDEA Federal Laws, teachers are using differentiated formats to deliver teaching to students with exceptionalities. The Special Education Director has also created a system of direct communication, focused interfacing for students to practice lessons, and access to weekly suggestions of resources available online. There is direct communication with parents through teleconference meetings and live video chats through Google Classroom protected formats. Teachers have embedded lessons where students can watch and learn from video lessons multiple times. Students receiving these services also have open books and open note formats for any assessments and can use available online resources to complete their assessments.

All learning components and student progress is tracked using Google spreadsheets. Teachers and Special Education services collaboratively document and manage all updates of growth for students. Our continued goal is to provide intensive-based and compassionate education for all students with exceptionality and ensure they graduate to their next growth levels.

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

All teachers have a school-issued laptop which they will use for communication between home and school and with our families. Almost 90% of our families have access to a device on which students can communicate and complete assignments. The other 10% of our families will receive school packets so that students may complete work. While many of our elementary families have access to online tools, students in these grades will be required to complete much of their work through packets learning, which will be issued every two weeks beginning April 15th.

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

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Teachers have been asked to check in with families and students once a week by phone, email, or Google Classroom. Weekly newsletters are sent to all families to keep them updated of our schedules and any changes as it pertains to remote learning. Parents may also call the principal between 9:00 a.m. to 1:00 p.m. (Monday through Thursday) at the school. Support staff, including our social worker and bilingual coordinator, have been entrusted to call school families to see if they are experiencing any difficulties or hardships, which includes checking to see if families are struggling to provide food and other resources needed for their children.

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

Students are asked to complete assignments once a week. Students should then receive feedback from their teachers within three days once an assignment has been submitted. Once teachers review student work, they can allow students the opportunity to redo an assignment if they feel a student did not understand the objective or instructions. Clarification and additional instruction will be given to ensure student learning.

## **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.**

Only students taking Algebra I, Spanish I, Biology, and Composition are earning high school credit. Students enrolled in these classes are using Google Classroom to complete their coursework and are submitting assignments weekly. Teachers are meeting regularly with their students to ensure that they are obtaining the proper instruction needed. Students will be required to complete a final exam, project, or paper in these classes, which will count as part of their fourth quarter grade. The semester two grade for these high school classes will be calculated to include 50% of the student's third quarter grade and 50% of the student's fourth quarter grade.

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

Each day, students will be asked to log into our school management system (Jupiter) using their student log-in beginning at 8:00 a.m. to record their daily attendance. For our younger students, parents may log-in for them. Students must be active on that site for at least two minutes in order for their attendance to count. During this time, students may check-in with teachers, upload assignments, and check for updates to their classes.

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

Teachers will pay close attention to each student's level of mastery and record any achievement gaps that they see. For the remainder of the school year, if teachers notice that any student is falling behind, the teacher will be able to set up smaller group meetings with students to address these gaps and concerns. Teachers may also offer additional resources for parents to use at home with their children. Our teachers know where all of our students were when we first started E-learning in the middle of March and can easily identify if students are producing a level of work that is not in keeping with what a student once did.

Once we are able to meet again in person, teachers and tutors will have the

opportunity to meet with students to address those concerns. If for some reason we are not able to meet with students during the summer months, we will continue to offer opportunities for remote learning as we best see fit for each grade level. That may include a combination of online learning and packet completion. We also understand that part of the first month of school will be utilized to review concepts and standards which should have been learned the previous year. It will be imperative for all teachers to do an assessment of all students to see what they recall from the previous year to see if more review may need to take place in some areas.

## **Section Three: Staff Development**

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

Remotely, teachers learned how to use Zoom and Google Meet. Teachers were first asked to view online videos on how to use these tools, and then they were invited to sessions to try their hand at using and setting up their own meetings before using them with our students. As we continue to monitor how to best serve our students, we may need to provide other opportunities for staff development.