



District or Charter School Name

9220-Diocese of Fort Wayne -South Bend
A145 - St. Charles Borromeo School

Section One: Delivery of Learning

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

Continuous Learning - Delivery of opportunities for all students:

•Teachers in each grade level PK4 - 8th will create and paste instructional content/links/videos into a grade level specific Google Document for each day of instruction. The Google Document will be posted on our St. Charles Borromeo School website under the Remote/eLearning Tab. Students can then access assigned lessons remotely through the website Remote/eLearning tab found here: <http://www.stcharlesschoolfw.org/>

•Additionally, teachers in grades 4-8 will deliver assignments directly to their students through the CANVAS Learning Management System. Students will then complete and submit assignments to their teachers through this same CANVAS LMS.

Special Populations - Learning Disabilities, Enrichment, ELL:

•Resource Teachers, with guidance from our Dir. of SPED, and in conjunction with classroom teachers, are communicating directly with Special Population students and parents offering individualized lessons, instruction, and support as needed.

•Resource Teachers are also utilizing volunteer translators to provide support for ELL students and parents as needed.

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

Continuous Learning Expectations - District communication to students, families, staff

The Diocese of Fort Wayne-South Bend (DFWSB), Catholic Schools Office (CSO) has communicated with students, families, and staff, its expectations for continuous learning implementation through various forms of media (i.e., in-person meetings, letters, email, surveys, phone calls, student information systems, learning management systems, apps and other types of technology).

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

Continuous Learning - Student access to academic instruction, resources, & supports

- All students grades 4-8 have school chromebooks for their use. These students have access to Canvas which is used by teachers for direct instruction as well as links to additional resources.
- All student grades PK-3 rely on parents to check the school website with their personal devices to access links to teachers' instruction, assignments, and provided resources.
- For any student in grades PK-3 who does not have an adequate device at home (computer, tablet, chromebook, etc.) is provided a device by the school upon parent request.
- All Teachers and Administrators communicate directly to parents via email, taped video, text, or phone at least weekly, and even daily as needed, to provide additional encouragement, instruction, and support for students and parents.

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

Continuous Learning -Equipment & tools available to staff & students to enable learning

1. Chromebooks
2. Canvas (Learning Management System)
3. Google Docs, Sheets, Presentation, Slides
4. Google Meet
5. Loom
6. Snagit
7. FlipGrid
8. YouTube
9. iReady
10. MobyMax
11. Online/Digital versions of student textbooks

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

Ongoing Connections with Students & Families - Educator & support staff expectations

- All Teachers and Administrators communicate directly to parents via email, taped video, text, or phone at least weekly, and even daily as needed, to provide additional encouragement, instruction, and support for students and parents.

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

Continuous Learning Timely & Meaningful Academic Feedback to Students - Methods

- Educator feedback provided to students varies by the grade of the students.
- Teachers of students in grades 4-8 utilize the Canvas Learning Management System (LMS) through which to share instructional content with students and receive student work. The students in these grades may receive teacher feedback to questions via the Canvas public discussion board option, which allows for student questions and teacher response.
- Additionally, all teachers of students in grades PK-8 utilize official individual school email addresses, which are publicly posted on our school website and shared for the purpose of communicating with parents regarding student questions, support, and various other needs.
- All teachers are to hold online office hours M-F from 9:00 a.m. - 1:00 p.m. daily.
- During online office hours, teacher response time to parent emails and/or secure public student-teacher discussion forums (Canvas feature) is expected to be within 25 minutes of request.
- Outside of online office hours, teacher response time to parent emails and/or secure public student-teacher discussion forums (Canvas) is expected to be within 24 hours of request.
- Instant Feedback: Various online programs (either extensions of classroom texts, or stand-alone applications/programs), provide students reviewable video mini lessons, instant performance feedback, adaptive recognition of skill level with adjusted opportunities for students in need of remedial and/or advanced lessons, and live online and/or phone support for students and parents.
 - Examples of such programs: Our grades K-8 core Math program, iReady Math; our grades 6-8 core Reading program, iReady Reading; and, our grades 1-3 supplemental Math program, MobyMax; among others.

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.**
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Continuous Learning - Avenue for Students to Earn High School Credits

•We currently offer 7th & 8th grade students a pathway for high school credits in three areas:

- 1) Advanced Math students in grade 7 may earn Algebra I credits by completing the equivalent of Algebra I high school credits. The Jr. High Mathematics Teacher and classroom Tutor team to provide instruction throughout the year working with a small group (4-10) of students. During Continuous Learning the Mathematics Teacher and Math Tutor team together to provide ongoing communication with the parents of advanced Math students and offer individualized lessons, instruction, and support as needed. Teachers will provide instruction through the Canvas LMS and students will use Canvas to complete and return homework, quizzes, performance assessments, and final exams. The completion of the Algebra I course load with a passing grade of B or higher is recognized, at the high school level, as completed credit Algebra I.
- 2) Advanced Math students in grade 8 may earn Honors Geometry credits by successfully completing the equivalent of Algebra I in 7th grade, completing the equivalent Geometry in 8th grade. The Jr. High Mathematics Teacher and classroom Tutor team to provide instruction throughout the year, working with a small group (4-10) of students. During Continuous Learning the Mathematics Teacher and Math Tutor team together to provide ongoing communication with the parents of advanced Math students and offer individualized lessons, instruction, and support as needed. Teachers will provide instruction through the Canvas LMS and students will use Canvas to complete and return homework, quizzes, performance assessments, and final exams. The completion of the Geometry course load with a passing grade of B or higher is recognized, at the high school level, as completed credit Geometry for students attending local public high schools. Students attending Bishop Dwenger High School must sit for their Honors Geometry Final Exam to determine if they will move on to Algebra II as Freshman, or repeat Honors Geometry as Freshman.
- 3) All students in grade 8 may earn Spanish I credits dependent upon three factors
 - A. Successful completion of the 7th and 8th grade Spanish I course load
 - B. Recommendation from Jr. High Spanish Teacher to the High School for placement in Spanish II.
 - C. Passing score on the local High School Spanish I placement testDuring Continuous Learning the Jr. High Spanish Teacher provides ongoing communication with the parents, and offers lessons, instruction, and support as needed. Teachers will provide instruction through the Canvas LMS and students will use Canvas to complete and return homework, quizzes, performance assessments, and final exams.

8. Describe your attendance policy for continuous learning.

Continuous Learning - Attendance Policy

- **Students in grade 4-8** are determined to be present if it is evidenced that assigned work is completed via turn in through the Canvas LMS, and by teacher management and recording of student participation/completion of various other online assigned applications and programs such as, MobyMax, iReady Math, Accelerated Reader, etc.

- ‘Present Attendance’ is achieved if the completion rate of work is equal to/greater than 70% of total work assigned for the day, up to and including five (5) days after assigned due date. Extension of time for turning in student assignments may be greater than five (5) days when accounting for/allowing for pandemic-related extenuating circumstances.

- **Students in grades PK-3** are determined to be present via submission of ‘Daily Parent Assurance’ Google form that attests that students have completed the assignments for that day; And if it is evidenced that assigned work is completed via turn in through sampling of shared photo evidence from parent to teacher of participation and/or completion of instruction, and by teacher management and recording of student participation/completion of various other online assigned applications and programs such as, MobyMax, iReady Math and Reading, Accelerated Reader, etc.

- ‘Present Attendance’ is achieved if ‘Daily Parent Assurances’ have been turned in and the teacher determines the completion rate of work is equal to/greater than 70% of total work assigned for the day, up to and including five (5) days after assigned due date. Extension of time for turning in student assignments may be greater than five (5) days when accounting for/allowing for pandemic-related extenuating circumstances.

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

Continuous Learning - Long-term goals addressing possible skill gaps

- Teachers have aligned remaining instruction for 2019-2020 to adhere to grade level Indiana Academic Standards as laid out in the IDOE blueprints with an instructional focus on the ‘essential’ or ‘critical’ standards as students complete this shortened calendar year.

- By June 10 of this summer, teachers will share vertically with colleagues one grade level above their own, Ready Math summaries of student progress as represented by the continuous online student work within our K-8 core math program. Teachers in grade 6 & 7 will also share Ready Reading data with their colleagues, with Ready Reading having only been adopted in grades 6-8. This data, although representative of all grade levels in Reading, will help teachers better know incoming student strengths and gaps, and allow them to better plan, as needed, for review and remediation to begin the school year.

- Ready Math and Reading results will be communicated to parents by June 15th via email with a brief letter outlining our plan to begin the the coming school year with early assessments, instructional review of prior year standards, and the provision of intentional and

encouraging student remediation as needed.

•In looking to 2020-2021, we've planned an early August start to the year - safety measures allowing. The additional time will allow us to conduct early assessments (NWEA Reading, IReady Math, DIBELS) with resultant data used to plan and implement intensive remediation, as needed for the first 3-4 weeks of school. We will progress monitor students after week 2 and week 4, and continue student remediation through the 1st quarter and beyond for students as needed - especially those in most need.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Continuous Learning - Professional Development Plan

•We are fortunate in that we have implemented eLearning for the past four years. This time allowed us to create a foundational framework within which administrators and teachers to effectively deliver electronic instruction, communicate expectations to parents and students, and provide students with a system of timely teacher support. The students then came to understand their participatory responsibilities in this remote learning approach, and over time we were able to garner greater parental understanding and support.

This is important to mention, because the current pandemic mandated a need for accelerated, if not immediate, professional development on the part of our faculty and administration, and I am very proud of our teachers attitude and ability as they dived right into professional training to deliver focused, interesting, challenging, standards-driven instruction and assessment to our students.

•At the onset of our school closing, all teachers were required to train in the video delivery system of their choice, with support from administration, to deliver taped video content for a portion of every day of lessons beginning with lessons for Monday, April 6th.

•Professional Development was provided/attained through various venues as best met their grade level and personal needs. Administration provided access to and financial support of any of the multiple opportunities at hand: Peer-to-peer training, varied online programs, how-to instructional videos, online support, webinars, etc.

• Teachers trained in use of the following list various programs/applications/systems:

- a. Canvas (Learning Management System)
- b. Google Docs, Sheets, Presentation, Slides, Forms
- c. Google Meet
- d. Loom
- e. Snagit
- f. FlipGrid

- g. YouTube
- h. iReady
- i. MobyMax
- j. Online/Digital versions of student textbooks
- k. iMovie

•Since April 6th all daily lessons have included personal teacher video engagement with a focus on communicating learning expectations, instructional examples, and overall encouragement and support delivered through secure, but varied electronic mediums.

•Further Professional Development, projecting into 2020-2021, in relation to effective Continuous Learning, will focus on the following:

- a. Standards-based assessment and grading
- b. Expanded electronic two-way interactive teacher instruction & student response within the Ft. Wayne- South Bend Diocesan 'Safe Boundaries' guidelines

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.