



District or Charter School Name

9220-Diocese of Fort Wayne -South Bend
A104 - St. Elizabeth Ann Seton

Section One: Delivery of Learning

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

All Preschool-8th grade students have learning opportunities delivered to them the following ways:

- A. Canvas (grades 5-8)
- B. Paper Packets that are dropped off or picked up) (grades Preschool 3/4 -4)
- C. Remote learning (grades Preschool-8th)
- D. SeeSaw (Primary grades)
- E. DOJO (Primary grades)
- F. Screen-O-Matic (Primary grades)
- G. iReady (K-2)
- H. IXL for Math and Reading (Grades K-5)
- I. Loom (Music)
- J. Zoom (Preschool-8th)
- K. Email, phone calls, texting (Preschool-8th)

All Preschool-8th grade teachers are sending standard based lesson plans along with video selections that enhance their plans. The special teachers (PE, art, music, technology) send plans to students once a week. The Preschool-8th grade teachers send plans 3-4 days per week.

For special education, ELL, RTI students, and Title 1 students, we are doing the following:

- A. We (resource team) continue to have monthly Zoom collaborations with Ashley(SACS non-public teacher of record) to discuss current needs of students, interventions and progress monitoring for students with Service plans and for those students in the RTI process.
- B. We continue to hold Annual Case Reviews for our students with SPs via Zoom. We just held one ACR with Mrs. MacAleese. There are 3 other ACRs on the schedule, which we will be held prior to the end of this school year.
- C. We are following the guidance both at the state and federal level in regards to formal educational assessment (eligibility for Special Education) which is
 - a. The United States Department of Education (USDOE) Office of Civil Rights (OCR) is advising schools (SACS) that evaluations requiring face-to-face assessment be delayed until school reopens.

- D. Our Student Support Staff continue to support students with Service Plans, ILPs, RTI Students, and Title Students by
 - a. Conducting 1:1 zoom sessions
 - b. Collaborating with classroom teachers to accommodate/modify lessons
 - c. Consult with parents to provide tools and strategies to help students access learning/instruction at home
- E. Resource Staff continue to work with SACS Non-Public School Team to progress monitor and collect data for students' goals on their Service Plans
- F. SACS is providing speech therapy via Zoom to our students who have speech goals on their SPs.

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

All Preschool-8th grade students have access to learning opportunities in the following ways:

- A. Canvas (grades 5-8)
- B. Paper Packets that are dropped off or picked up) (grades Preschool 3/4 -4)
- C. Remote learning (grades Preschool-8th)
- D. SeeSaw (Primary grades)
- E. DOJO (Primary grades)
- F. Screen-O-Matic (Primary grades)
- G. iReady (K-2)
- H. IXL for Math and Reading (Grades K-5)
- I. Loom (Music)
- J. Zoom (Preschool-8th)
- K. Email, phone calls, texting (Preschool-8th)

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- F. SACS is providing speech therapy via Zoom to our students who have speech goals on their SPs.

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

Most of our students have laptops, ipads, chromebooks at home. For those who are in need, the school is supplying a chromebook or laptop for the student. The parent signs a technology waiver form to use the technology hardware. Our staff also have hardware at home. If needed, the school supplied teachers with a laptop at home.

For remote learning, the school is using the following programs:

- A. Canvas (grades 5-8)
- B. Loom (Music)
- C. Zoom (Preschool-8th)
- D. iReady (K-2)
- E. IXL (Grades K-5)
- F. Quizlet, Kahoot, BrainPop and other apps
- G. Screen-o-Matic (Primary)
- H. SeeSaw (Primary)
- I. DOJO (Primary)
- J. TpT Classroom for Teachers

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

Our school building is open from 9:00-3:00 Monday through Friday. This is for parents who have to drop off and pick up packets. Parents come into the building one or two at a time. They are permitted only in the Atrium or Commons Area by the front office. The principal, secretary, administrative assistant, bookkeeper, IT Director, and maintenance person are present during the day to answer questions. Some teachers come and go to complete their remote learning plans, collect completed packets, and refill new packets.

Remotely, teachers and staff, communicate with staff in the following ways:

- A. Canvas (grades 5-8)
- B. Phone calls, emails, texting parents (Preschool-8th)
- C. Electronic newsletter every Wednesday via Constant Contact for parents and staff- this is sent by the principal and administrative assistant
- D. Zoom
 - a. One way with a group
 - b. Two way when there is 1:1 with a parent
 - c. Parent-Student-Teacher Conferences via Zoom two way or another video conferencing mechanism

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

Feedback depends on the grade level of the students:

- A. Grades 5-8
 - a. Canvas- many students respond back to students' questions as well as parents
 - b. Phone calls, emails, texts from parents
 - c. Zoom if 1:1 with a parent
 - d. Parent-Student-Teacher Conferences via Zoom two way or another video conferencing mechanism
- B. Grades Preschool-4th
 - a. SeeSaw
 - b. Emails, phone calls, texts from parents
 - c. Zoom if 1:1 with a parent
 - d. Parent-Student-Teacher Conferences via Zoom two way or another video conferencing mechanism

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.

We have two courses in 8th grade: Algebra 1 and Spanish 1 and/or 2, depending on the student.

The teachers are:

- A. Continuing to follow the standards when creating lesson plans and making assignments
- B. Having assessments periodically via Canvas
- C. Maintaining school's grading scale and rubric for passing the class
- D. Communicating with the students and parents to keep assignments on track.
- E. For Algebra, we do a flip classroom, so the students have a video from the teacher every day and hear her lesson. The teacher knows immediately via the flipped video who understands the concepts being taught from the questions she is asking and the answers they give.
- F. Both Catholic high schools ask for our input on placement. The public high school does as well. The one Catholic high school does an assessment for placement. This will now occur at a later date.

8. Describe your attendance policy for continuous learning.

The secretary maintains a daily attendance report via Powerschool and FACTS SIS. Students are present based on the homework and assignments, projects turned in. Some of this is online and some packets that are turned in. She keeps in contact with the teachers.

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

The principal has formed a small core group at the school to work on long term goals as the remote learning progresses. This core group has a representation of all the grade levels and special teachers. The following topics are what the group is looking/discussing:

- A. Assessments for 2020-2021 for new students as well as preschool going into kindergarten
- B. Standards covered and those missed; what will August/September look like
- C. What will May's focus be? Grading? K-4, 5-8?
- D. Too many platforms for our parents- this is the first time we have done remote learning so we are looking to refine this for next year!

This team is looking at more pressing items as well. We are working with our Resource Team for the possible skill gaps. We have different resource people that work with different grade

levels. They are talking with those teachers: K-2, 3-5, and 6-8. We want the teachers to track what standards have been covered adequately. We will assess the students in the Fall to see what we need to reteach.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

The principal has been sending online workshops and seminars to teachers, staff from the following:

- A. AMLE (Association for Middle Level Education)- awesome workshops from Rick Wormeli and others
- B. Smekens eLessons- virtual lessons from Kristina Smekens for ELA, Writing, Reading, Social/Emotional
- C. NCEA (National Catholic Education Association) Virtual Convention Tour- teachers can go to the Spring Baltimore convention and sit in on the awesome speakers
- D. NCEA Workshops- NCEa is sending relative topics and speakers for teachers
- E. Moodle Classes and Opportunities for Teachers from our Indiana Department of Education
- F. TpT School Access- this is a free online subscription for teachers at school. Principal has to enroll, watch a webinar, and then sign up teachers for free resources until June 30, 2020.

As the year progresses, the principal will continue to send online information to teachers and staff.

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.