



**District or Charter School Name**

9220-Diocese of Fort Wayne -South Bend  
A350 - St. Joseph-Hessen Cassel

**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.**

For grades K-1, students are provided with packets to complete after instruction is given through google classroom. Grades 2-8 are provided instruction through google classroom and finished work is uploaded into their files to be checked and feedback is provided. Google classroom affords teachers the opportunity to assign work to students based on their progression in the material. Teachers also use zoom to connect with students in group settings and to provide whole class instruction. We have four tutors and they are meeting with their students via google hangouts to ensure that the students learning plans are being followed.

**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.**

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Students have been provided all of their necessary textbooks and consumables. This has allowed the teachers to continue instruction but also to challenge students with enrichment or intervention based on their individual needs. The students have been provided with IXL learning platform for Math, Reading, Social Studies and Math and the teachers are able to provide intervention and enrichment using these tools. Grades 1 and 2 teachers have developed a fluency test to assess the students reading skills. Grades 6-8 students have access to NoRed Ink, a tool that provides feedback on writing assignments.

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

On March 16, the teachers contacted every family to determine their technological capabilities and access. Computers and laptops were provided to the families who expressed a need. At this time, we have 3 families who do not have access to the internet at their home. The parents have smartphones and are able to access the google classrooms through the phones.

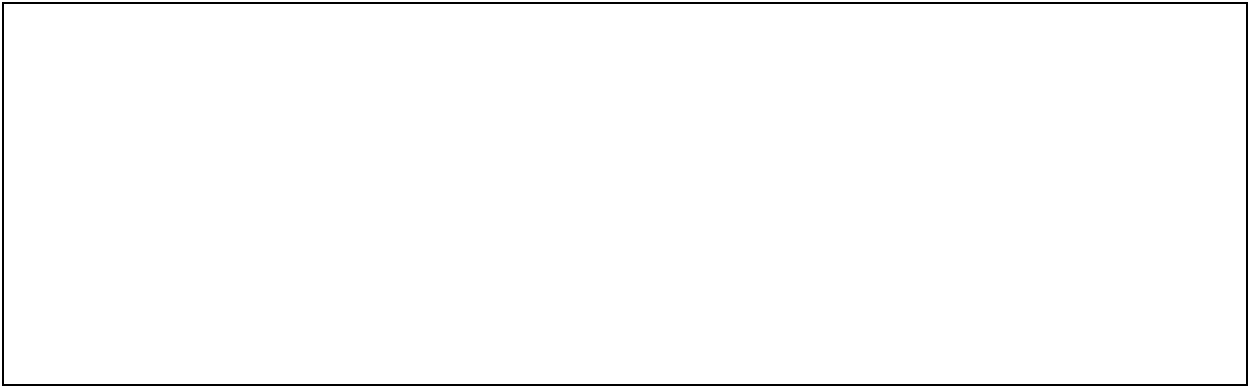
All teachers are equipped with laptops, document cameras and we have completed professional development on the use of google classroom.

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

Teachers are required to have office hours that allow them to connect to all of their families and be available when their students need their help. Many of our families are still working full time and need to be able to connect to the teachers in the evenings and weekends. Teachers are required to provide a narrative growth of each student to the parents on a bi-weekly basis covering the standards that were taught and the students mastery of the standards. The principal has numerous google hangout meetings available for the parents to connect and have questions answered. The school has a spirit class to keep the students engaged with each other. We have had a parade and the teachers have also designed signs to put in each family's yard letting them know that we miss the students.

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

As students return completed work, the teachers provide feedback within 24 hours and allow the students to correct the work. Narrative feedback is provided on every assignment. In grades K-1, where work is returned weekly, teachers provide feedback with enrichment work or intervention strategies for each student. The focus is on mastery and not only completion. Feedback includes suggestions on how to correct the material including where help can be found whether through a previous lecture or other resource.



## **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.**

Our 8th grade have the ability to test out of lower level classes their freshmen. We are waiting for answers to how this will be handled this year since the testing has been cancelled.

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

Students are required to complete an attendance form on Monday, Wednesday and Friday prior to noon stating that they are in attendance. Students who do not complete the form by noon are called by the teacher to ensure that they are working on school work and to see if they are having any problems.

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

Teachers have been focusing on mastery of material rather than grades. When students struggle with a concept, the teachers meet with the student via zoom or google hangout to work with the student on the missed concept. They may address the standard through IXL or other work to help the student master the concept. The 1st and 2nd grade teachers developed a fluency test that provides instantaneous feedback on words that the student struggles with to help pinpoint areas of needed instruction. The teachers are utilizing "Simple Solutions" math, reading and writing books to spiral back to standards that have been taught previously in order that the students retain the knowledge. Four of our teachers are tutors and they have arranged tutoring times for students who struggle.

## Section Three: Staff Development

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

This year we have utilized both Smekens and Northeast Literacy for Professional Development. Teachers are required to make use of online professional development provided by Smekens and to contact administration and illustrate how they are using what they learned in the course. Teachers are completing google suite skills and using those as they instruct through google classrooms. As a school who had not done online learning, the teachers started from scratch and built an online learning platform that keeps the students learning moving.

Northeast Literacy will be providing a professional development for the teachers that they will be able to access online this month focusing on critical thinking in an online forum.

**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.**