



District or Charter School Name

9220-Diocese of Fort Wayne -South Bend
B020 - St. John the Evangelist-Goshen

Section One: Delivery of Learning

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

The Pre K -5th grade students as well as special education students at St John the Evangelist will participate in continuous learning opportunities through mostly an E-Learning Platform on Mondays, Wednesdays and Fridays until further notice in accordance with the IN DOE Executive Order 20-20. E-Learning Days last from 8am until 5pm on M,W and F or within suitable daily timeframes set up between the classroom teachers and respective parents. Students will be given 48 hours to complete or amend their work. Skill segment clusters and thematic units are “chunked” to help students utilize learning spent on Tuesday and Thursday which are not officially designated E-Learning days. Formal E-Learning school days will be closed on Tuesdays and Thursdays as well as on weekends however teachers are available for Parent/Teacher conferences so as to further directives and access for continuous learning.

Using SeaSaw as the medium, not only can teachers, students and parents communicate in the learning process, but students have access to each other’s work and comments as well. Students can share written and video journals to encourage meaningful interaction and virtual learning. Additional work continues to be supplied in hard copy learning packets provided in a pick up/drop off scenario through teacher directed electronic communication efforts with parents. Students will attend online learning activities featured through SeeSaw, via applications from Epic, Scholastic, RazKids and YouTube Kids on Apple IPADS given to them from school at the onset of the Covid-19/E-Learning venue. Teachers also have provided virtual field trips with Nate Geo Kids and Google Earth to provide content specific learning experiences in Science and SS. Moreover, Music, Arts, PE, as well as ELA and Math enrichment or RTI activities will be provided through SeeSaw formatted teacher driven videos and activity links. These demonstrative videos are meant to provide step by step skill instruction, strategy building (like Real-World Problem Solving ,SQ3R, RAT), story read-alongs and virtual enrichment. St John’s has 2 “on staff” interventionists who address students with special needs. These RTI specialists prescribe individually based lesson activities to both address student needs dealing with skill gaps and strategy building using the SeaSaw digital medium. RTI interventionists also have the same capability to direct video based instruction and linked activities. In conjunction with Goshen Public Schools, the LEA for St Johns special needs students, parents and other significant educational stakeholders like regular classroom teachers, RTI interventionists, and speech therapists update IEP’s to

accommodate each student's service delivery. Special emphasis and recommendations were made by therapists or interventions as well as revamping clear and succinct directions and prompts to accommodate individualized learning and participation in learning activities. Administrative IEP plan oversight is shared via Zoom email communication and communication logs between significant stakeholders. To further accommodate special needs students, the regular classroom teachers provide verbal, written and video communication with families to meet specific needs, student understanding or parental concerns. The learning plan allows for much needed teacher to student, teacher to parent and home to teacher feedback in order to fine tune the delivery of instruction and accentuate student mastery and performance. There are numerous methods how this feedback occurs within the St John's E-Learning program. Teachers, students and families can communicate and elicit feedback through messaging and videos featured within SeaSaw. Other electronic means include the telephone and email. Not only do teachers and families communicate and offer feedback but the school principal communicates and provides feedback as well using the same platforms and means. The Principal sends out additional written and video correspondence, as well as ASI linked alerts to families regarding important announcements. The principal has called parents and provided his personal cell # to encourage ongoing family to school communication. Numerous staff at St Johns are well versed in bilingual language skills to help students and families connect with the demands of the continuous learning plan. Informative videos, directives and written correspondence is translated into Spanish to meet our St John bilingual school and parish community.

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.

Students have access to academic instruction and support resources on E-Learning days through distance electronic learning platforms pre programmed on their I-Pads. Applications preprogrammed include SeeSaw and EPIC for library book access. Additional forms of home school communication have been developed through the St John's Parish Facebook social media platform, ASI mobile, Gmail to parental and school accounts and through teacher to family take home activity packets.

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

- Apple I Pads (110 IPADS were issued to out Pre-K through 5 student population)
 - SeeSaw, EPIC, PowerSchool, RAZ Kids and You-Tube Kids applications are available for student and parent access on the IPADS through filters set on each device.
 - Data collected from e-generated surveys indicated internet access in each home for each student through cable, satellite and hotspot service providers like Sprint and Verizon.
 - Teachers are provided school desktops and/or laptops to facilitate E-Learning instruction, student activity participation and student mastery performance according to the Continuous Learning Plan. To adhere to Social distancing requirements, some teachers come to school and work within their classrooms to prescribe and monitor student learning opportunities within the CLP. Thursday PD with teachers by the principal allow for staff strategy development and meaningful teacher to teacher collaboration.
 - Hard Copy Textbooks in math, reading, ELA and religion were dispensed to students as well as workbook consumables.
 - Performance monitoring for grades and attendance are provided through feedback generated from Powerschool reports and Excel spreadsheets generated by the principal.
 - Classroom supplies like paper, pencils, calculators, math manipulatives, math instructional aids (ie; compass, fact sheets and problem solving rubrics) were dispensed in learning packets at the onset of the Covid-19 change in the instructional venue.
 - St John is working with LEA Goshen Public to acquire additional tech via Title 4 addendum changes utilizing unused Title 2 funds.
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5. Describe how educators and support staff are expected to connect with students and families on an ongoing basis.

Through the interactive medium embedded within and as a feature of SeeSaw, teachers and families can respond to interactive prompts, to create a dynamic ongoing interactive dialogue. Moreover, both teacher and parents can engage in Real-time conversations regarding questions, concerns or clarifications which need to be addressed as they arise. This communication methodology is also utilized in order to facilitate the teaching and learning process engaged during activity packet exercises. All teachers and parents can communicate by telephone and email. From an administrative point of view, the principal is reaching out to parents on a daily basis. Teachers can communicate and disseminate through PowerSchool. Information is also communicated in Spanish to serve our families.

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

Parents and students can use SeeSaw, email and telephone means to provide meaningful feedback to students. Parents also have access to PowerSchool posting for grades. Timely feedback is provided during instructional days between the hours to 8am and 5pm. Teachers are encouraged to respond during those E-Learning day hours on M,W &F. Parental and messaging can take place on Tuesdays and Thursdays as they encounter issues or challenges. Teachers can respond accordingly at their discretion. The goal here is to promote prompt feedback whenever possible.

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.

N/A

8. Describe your attendance policy for continuous learning.

Students are required to attend E-Learning days on each M, W, and F from the onset of Covid-19 school year interruption which started on 3/18/2020. E-Learning day instruction will continue in the same M,W,F format until May 27, 2020. Students who submit work or attempt all activities prescribed on those days will receive attendance credit. Attendance is updated in PowerSchool. The remainder of the year schedule has been amended there as well on the IN DOE website site.

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

During the E-Learning day instruction, St Johns is continuing to offer RTI instructional interventions as previously offered throughout the year by 2 certified Interventionists currently on staff. The regular classroom teachers communicate on a daily basis with the interventionists to prescribe individualized help and activities for these students. If students need to be added or deleted this can be accommodated on an ongoing basis. St Johns is working with LEA Goshen schools to utilize unused Title 2 and 4 funds for extended instructional interventions especially as they relate to STEM Math enrichment.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

On a weekly basis, during the Tuesdays and Thursdays non E-Learning instructional days, teachers are encouraged to devote time and resources to instructional planning professional development. Every Thursday, the principal, technology director and staff collaborate online using the Zoom application and platform. This promotes sharing, support and feedback to the teachers as they tackle the challenges encountered during E-Learning sessions. These PD sessions last approximately 2 hours. As needed, Directions and PD is offered to Teachers to manage You-Tube for Kids participation according to COPPA 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.