



**District or Charter School Name**

9220-Diocese of Fort Wayne -South Bend  
D255 - St. Adalbert

**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.**

Each week student assignments are posted on the school website. Teachers assign work out of student textbooks and workbooks as well as novel study work and activities based online. Teachers in upper grades (5-8) use Google Classroom to assign work as well. Most teachers also provide bonus enrichment activities to provide additional stimulation and nurture students' social and emotional well-being.

**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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Teachers have been asked to create videos of themselves reviewing content or teaching new concepts. Video lessons created by reputable sources such as Smekens Literacy and Khan Academy are also linked to assignments to provide support and/or instruction to students. Teachers invite students and their parents to contact them via communication apps (Remind), email and text message when they need individual attention or help from teachers.

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

Staff have school-owned laptops and students who do not have laptops or tablets at home have been invited to borrow devices for the duration of remote learning.

In some cases, such as Middle School Language Arts, there are designated in-person pick-up windows for students or parents to retrieve books.

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

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Weekly videos from the principal are posted for students to reiterate expectations for completing school work, forge a sense of community, and provide encouragement and motivation. Parent communication from administration goes out on the Remind app as often as needed as circumstances and expectations from the I-DOE and the Governor continue to be in flux.

When teachers notice that individual students are falling behind in their remote learning participation, they contact those families directly or ask bilingual staff to communicate on their behalf in order to support the student and help him/her re-engage with school work. These phone calls help teachers and administration assess ongoing needs of students.

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

Teachers are using the commenting and feedback features embedded in Google classroom and the other Google applications to provide student feedback. In some cases feedback messages are sent via email.

## 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.**

N/A

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

Students who demonstrate participation in remote learning by submitting work and contacting teachers with questions are marked “present.” Students who do not demonstrate their participation in these ways are marked “absent”.

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

Title I teachers are continuing to assemble and provide learning packets and extra resources for students who were receiving Tier One support throughout the school year.

If it will be permissible to reopen school in the summer and conduct summer school, teachers will be completing

recommendation forms for students. Those with significant skill gaps will be required to attend summer school.

When school resumes in the 2020-21 academic year, NWEA assessments will be administered to all students so as to diagnose the most significant skill gaps that develop or persist over the course of the remote learning period.

## **Section Three: Staff Development**

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

Teachers have been mentored and coached by technology staff in how to use presentation sites such as Prezi, and teachers continue to support one another in their use of Google classroom.

Both all-faculty meetings and grade cluster team meetings occur weekly through digital meeting websites so that teachers can collaborate in planning remote learning and troubleshooting issues that arise.

As webinars and professional development opportunities are rolled out to educators, administrators pass them along to faculty to encourage self-selected professional development.