



District or Charter School Name

Central Catholic School- C625

Section One: Delivery of Learning

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

We will deliver continuous learning opportunities through standard based instruction using several online platforms. In PreK and kindergarten, teachers interact with students on Seesaw. In grades 1-8, students interact with teachers via Google Classroom and Jupiter.

Each grade level works with the principal to produce e-learning lessons. Subject areas include Mathematics, Language Arts, Religion, Social Studies and Science. In addition, we also include PE, Art, Music and Spanish on a rotating “specials schedule” which parallels our live instruction schedule.

Each Sunday evening, teachers post all assignments, for all grade levels, for the entire week. Parents have access to all assignments, and communication is streamlined via the use of Google Classroom for lesson delivery and Jupiter for two way communication.. This really helps parents who have multiple students in our school. Students are held accountable for assignments by their teachers and also by the administration. There are clear due dates and times for all assignments. These due dates and times are listed on the front page of each Google classroom.

When students do not make contact with their teacher daily or complete assignments on time, the teacher makes a phone call, text message, and/ or email to the parents. The student is then given extended time to complete assignments. Teachers keep

track of completion of assignments on our Jupiter Ed platform. Teachers update the platform throughout the week. Parents have access to this platform so that they can track their child's progress. If a student does not authentically communicate with his/ her teacher on a particular day, they are marked absent for the day. If they provide a reason for the lack of communication (internet issues, etc), they will be changed to present.

We have several students with Individualized Service Plans. These students receive help via our Special Education Team. Our lead special education teacher modifies lesson plans to fit each student's needs. She also collaborates daily with general education teachers and the specials teachers. She also works with each student a couple of times a week via Google Meets to work on goals specific to each student on her case load.

All teachers, including our Special education and ENL teachers, are available for virtual office hours from 1-3 PM and again from 5-6 PM. They also schedule multiple Google Meets small group and whole group instruction throughout the day.

Our ENL teacher has been meeting with our Level I and Level II students via Google Meets at least twice a week. She has developed differentiated lessons for those students needing Level I support.

In order to be compliant with Special Education timelines, virtual case conferences have been and continue to be held. Our lead Special Education teacher continues to document communication with families. As needed, adjustments are made to student's service plans.

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

We communicate expectations for continuous learning implementation in several ways.

Students

- All students in grades 1-8 have a school G Suite account as well as Jupiter messaging capability with their teacher. They receive daily (Mon-Thurs) notifications from their teacher that contains the assignments and expectations for the day. Students in PreK and kindergarten get daily two way communication from their teachers via Seesaw- most of their activities are skill based depending on the developmental level of the student.
- Teachers in grades 1-8 make videos of their lessons for the day and post those on our school YouTube channel and in Google classrooms. PreK and kindergarten teachers use Seesaw to video lessons and document skills each day.
- Each day, an email is sent to all students (and parents) with Morning Announcements. In this video, the principal addresses the students and motivates them for the day ahead, reminding them of expectations. We also continue our daily tradition of a community prayer, the Pledge of Allegiance and student birthday celebrations.
- Classroom teachers hold Google Meets with the entire class as well as with small groups of students, so that they can continue to stay connected and set expectations for students.
- All students have access to all teacher emails via Jupiter, and are able to communicate with teachers anytime they need assistance. Most teachers also have Google Voice for phone calls and text messages to/ from students.

Parents:

- All parents receive a daily message from the principal with morning announcements which includes a video for our Spanish speaking parents.
- Teachers call and/ or text parents in their classes via Google Voice daily with updates on lessons and to provide support.
- Parents have access to our YouTube channel which includes all videos made by teachers.
- Parents can use Jupiter to track the progress of their students, and help be sure that students are meeting the expectations of the school.

- All parents have access to all staff emails and Jupiter messaging, and staff are readily available to help.
- Our bi-lingual social worker and administrative assistant make weekly calls to families who are struggling with social-emotional needs and are Spanish speaking.
- We are checking in with nearly 100% of our families during our weekly free lunch distribution. Our bi-lingual nurse and social worker are available to families as they come to pick up meals. Currently 216 of 253 students take advantage of our weekly meal service.

Staff

- We are continuing virtual weekly PLC meetings for each teacher during our quarantine time. We discuss ongoing issues pertinent to grade level bands and provide support to each other in best practices with e learning.
- We have a weekly staff meeting for all school personnel so that all adults in the building are knowledgeable of services and supports available, as well as keeping apprised of changes to learning plans and other building issues.
- All staff are accountable for their weekly lesson plans. All plans must be submitted to the principal by 10 PM Sunday evening. Plans are posted on Planbook.com for ENL and Special Education staff to access.
- All staff must update Jupiter Ed several times each week so that parents are kept up to date. This is monitored by our Principal.
- Staff members are online and available for virtual office hours daily from 1-3 PM and again from 6-7 PM for those families whose parents are still working.
- Staff members also communicate daily with administration and our social worker if students are not completing assigned work or keeping in communication with families and students.

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

In PreK and Kindergarten, our students use Seesaw, an app based program designed for early childhood education. The app is developmentally appropriate for pre-readers and our bi-lingual PreK team is working hand-in-hand with parents to help students use the resource well to access academic instruction that is developmentally appropriate.

In grades 1-8, students use G Suite to access google classrooms for their teachers, including specials teachers. Classroom teachers have dedicated office hours daily where they are online in Google Meets to answer questions and scaffold support to students.

After the first two weeks of instruction, it became apparent that not enough students had reliable access to technology for meaningful instruction. Many students were using their parents' phones, which was not adequate for the rigor required. We worked with our IT department and deployed over 200 chrome books for student use. Our social worker worked tirelessly with families and internet companies to ensure that all of our families had equitable access to the internet. As of April 2, every student who needed a chrome book has one and every family has home internet access.

During our Monday lunch distribution, a member of our staff is available to handle chrome book technology issues that arise and provide replacement devices in instances where they are needed.

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

- All students have chrome books (PK-2nd grade have touchscreen devices)
- All families have home internet and technical support
- All students in K-3 have Clever badges for easy access to software
- Teachers have school issued laptops and email addresses
- We have purchased "Screencastify" and document

- cameras for teachers to use
- Jupiter Ed, our communication software, is available to both students and staff
- We have a full G Suite, including Google Voice for teachers

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

It is our expectation that every teacher has meaningful communication with each student daily, Monday through Thursday. Fridays are reserved for make up work and scaffolding support to students who need it. They document this communication on a shared Google Doc. If a student or family has not been in contact for a few days, our social worker, administrative team, and/ or student service team reaches out to the family to reiterate the importance of communication. Our support staff has been responsible for removing barriers, such as language, from our parents and caregivers.

Our support staff has been working with our special education and language learners to scaffold teacher lessons to make them accessible for all students. They hold Google meets and have parent conferences with the students on their case load.

Our cafeteria staff, nurse, and social worker has played key roles in connecting families with resources.

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

In PreK and K, academic feedback is given through Seesaw. Teachers assess developmental milestones and skills through their interactions and chart those in the app. In kindergarten, sight words and math skills are also tracked through the app. Parents/ caregivers have two way communication with teachers through the app as well.

In grades 1-8, we have moved to standards based grading. This

move has allowed us to provide more in-depth feedback to our parent partners regarding standards mastered in each class. Teachers are doing daily exit tickets after video lessons and providing feedback to each student within 24 hours. Based on data gathered in the exit ticket, teachers are scheduling small group Google Meets to address student needs.

In grades K-8, academic scores are entered into Jupiter so that all parties can view progress.

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.**

No- we are a PreK-8 building.

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

Students are counted present each day if they have meaningful communication with their teachers.

If a student misses a day, but has a reasonable reason for not communicating (for example, the internet was down), the teacher has the ability to go back to daily attendance and mark that student present.

Students who are not in communication are counted as absent and a “robo-call” goes out in the evening to the parent to remind them of the importance of daily communication.

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

Dealing with skill gaps while learning remotely is our second greatest concern (after their emotional well-being.)

. Teachers are gathering data from assignments students are turning in and adjusting new lessons to deal with “gaps” or difficulties. We have realized that dealing with many of these

gaps will happen once we are able to return to our buildings and begin “normal” instruction again. Therefore, we are in the planning stages at this point to come up with a way to make sure students are prepared for their next grade level.

Some of the plans we have discussed:

1. We have already planned for a robust summer school plan through our partners at Catapult. We will be consulting with them about a possible increase in numbers of students served.
2. Begin the school year next year and spend the first several weeks reviewing key concepts that were normally taught in the 3rd and 4th nine weeks of the previous school year.
3. Use NWEA MAP data to assess students at the beginning of the year to determine where there might be skill deficits. We will work with our Title I and classroom teachers to address deficits.
4. During the summer, teachers will have vertical level meetings with the grade above they grade they teach. These meetings would be used to discuss material that the previous year’s teacher feels needs addressed at the beginning of the next school year.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

We partner with the University of Notre Dame for ongoing professional development. We are in the process of mapping out plans to address potential deficits for students next year.

For the rest of this semester, we plan to continue our ongoing professional development in the area of literacy. We have shifted gears since the quarantine to focus on best practices for literacy in distance learning. Teachers are focusing on read-alouds in younger grades, academic vocabulary in intermediate grades, and content-specific writing skills in our middle school. Although our lesson delivery format has changed drastically, our focus on continuous improvement has not.

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.