

St. Francis Xavier School Return to Learn (RtL) Plan

Area: Iowa Academic Standards

The Iowa Academic Standards portion of the Return to Learn Plan enables St. Francis Xavier Catholic School to:

- Assure Catholicity is the highest priority in our school
- Ensure academic learning is rigorous
- Prioritize health and safety and the social-emotional-behavioral health needs of students, educators, and parents/caregivers

A-1 Collect initial student learning data to determine student learning needs at the beginning of the 2020-2021 school year. (p. 19-20)

How will we identify needs in the area of Instructional Support?

Group	Data Collection / Survey Tool	Lead Person/Team
Teachers	Resource and Needs Survey: Technology and Instructional Support (DE)	Mr. Smith, Principal BLT Teachers
	Teacher Meetings	Mr. Smith, Principal
Staff	Resource and Needs Survey: Technology and Instructional Support (DE)	Mr. Smith, Principal

How will we identify school and community capacity to support identified needs in the area of Instructional Support?

Group	Identified Need	School and community capacity/resources	Lead Person/Team
Teachers	Scheduling assessments Accelerated Learning Unit Assessment LMS (Learning Management Systems)	Summer/Inservice time * Accelerated Learning Protocol * Unit Assessment Tool * Iowa Academic Standards UnboundEd Equitable Instructional Modules *AEA Iowa Continuing Learning Resources (Including Ollie Training: Emergency Learning and Planning for Emergencies: Continuous Learning) Aquin Trainings (Google Classroom and SeeSaw)	Mr. Smith, Principal Teacher leaders at each grade
Staff	Delivery of interventions	Keystone AEA resources - literacy and math interventions Literacy AEA site Xavier's Intervention Inventory for Literacy Math AEA site	Tracy Grimes, tgrimes@aea1.k12.ia.us AEA Literacy Consultant Sarah Sieck, ssieck@aea1.k12.ia.us AEA Math Consultant Mrs. McDermott, Curriculum

What areas of student learning do we need to assess?

Preschool: Social behaviors, pre-literacy skills, math and patterning

K-2: Literacy, math

3-6: Reading comprehension, fluency, math

What sources of data will be used to determine initial student learning needs and how will it be gathered across each delivery model?

Area	Data Source	How administered?	Teacher training needed?	Lead Person/Team
Social behaviors	Observation Tool	Teacher Observation	None. Already using.	PS Teachers
Literacy, Reading Comprehension, Fluency	FAST assessment (earlyReading) DIBELS (optional)	Teachers/Computer. Given via Zoom if in a remote learning setting. (as best as possible)	None. Already using.	K-1 Teachers

Literacy, Reading Comprehension, Fluency	FAST assessment (CBM-r, aReading) DIBELS (optional)	Teachers/Computer. Fluency using Comprehension question - Given via Zoom if in a remote learning setting.	None. Already using. Classroom teacher administers in classroom prior to universal screening	2-6 Teachers
Math	FAST assessment (earlyMath) Prior Grade Level Review Assessment (Go Math) Are you Ready? (Go Math)	Teachers/Computer. Given via Zoom if in a remote learning setting. (as best as possible)	None. Already using. SeeSaw	K-1 Teachers
Math	FAST assessment (aMath) Prior Grade Level Review Assessment (Go Math) Are you Ready? (Go Math)	Teachers/Computer. Given via Zoom if in a remote learning setting. SeeSaw (2-3) Google Classroom (4-6)	None. Already using. SeeSaw (2-3) Google Classroom (4-6)	2-6 Teachers

A-2. Summarize and analyze initial student learning data. (p. 20)

What will be our process and timeline for summarizing and analyzing student learning data?

Inservice Week: PS-6 staff will be introduced to the assessment timeline. Professional development will be given as needed.

Onsite model---

August 20-August 28: Routines, SEBH assessments, Relationship building

August 31-September 3: Any grade level unit pre-assessments

September 8--September 17:: FAST Learning assessments (window opens Sept. 7)

September 14-18: Teacher/staff assess data and make plans for instruction

Hybrid or Required Continuous Learning model---

August 24-28: Routines, SEBH assessments, Relationship building

September 8- September 17: FAST Learning assessments

September 14-18: Teacher/staff assess data and make plans for instruction

How will we display and share data with teachers and staff so it is easy to understand?

FAST: We will use our current data analysis protocols.

Grade Levels will share Go Math results

When will teachers collaborate to analyze student learning data, understand how to identify gaps between expected and current student outcomes, and make plans to address gaps?

Data Source	Analysis	Gap identification and Plan	Lead Person/Team
Social Behavior Observation Tool	September 23 inservice	September 23 inservice (3:30-5:00) Following team meetings	PS Social Behaviors Team
FAST assessment (early Reading)	September 23 inservice	September 23 inservice (3:30-5:00) Following team meetings	K-1 Literacy Team
FAST assessment (aReading)	September 23 inservice	September 23 inservice (3:30-5:00) Following team meetings	2-6 Literacy Team
FAST assessment (earlyMath)	September 23 inservice	September 23 inservice (3:30-5:00) Following team meetings	K-1 Math Team
FAST assessment (aMath)	September 23 inservice	September 23 inservice (3:30-5:00) Following team meetings	2-6 Math Team

A-3. Establish collaborative home-school routines around student learning data. (p. 20-21)

How will our school communicate assessment results regarding initial student learning needs?

FAST (earlyReading, CBM-r, aReading): Assessment results will be sent home when completed using our current procedure.

FAST (earlyMath, aMath): Assessment results will be sent home when completed using our current procedure.

How will families communicate their thoughts/concerns/needs about assessment results regarding initial student learning needs?

Families are invited to contact a student's teacher(s) if they have any questions or concerns. Teachers and staff will contact

families, as needed, to field questions and evaluate family needs.

B-1. Establish a standards-based scope and sequence. B-2. Develop gap-closing district and school calendars and schedules. (p. 21-22)

How will we ensure there is a school-wide, documented scope and sequence with vertical articulation?

Area of Emphasis	Scope and Sequence	Lead Person/Team
Catholicity	Religion Standards	Mr. Smith, Principal Mrs. McDermott, Curriculum Classroom Teachers
Academic Standards	Iowa Core Standards and Archdiocesan Priority Standards	Mr. Smith, Principal Mrs. McDermott, Curriculum Classroom Teachers
Social-Emotional Learning Competencies	Iowa SEL Competencies	Mr. Smith, Principal Cindy Roberts, Counselor Classroom Teachers
Behavioral Expectations	PBIS agreed-upon expectations	Mr. Smith, Principal Cindy Roberts, Counselor Classroom Teachers

How will our school calendar change to provide all students with additional time and opportunities to learn grade-level Religion and Iowa Academic Standards?

August 20-21 will be added if on-site instruction can occur.
Inservices will be added to assist teachers in planning and delivery of instruction to meet needs.

How will we adjust our scope and sequence if prolonged Required Continuous Learning is needed due to school closures?

If needed, teacher teams will identify a limited set of core standards in which to focus. This will be done in each content area and each grade level.

How will we utilize flexible and creative practices to address teacher/staff absences?

Role	Possible strategies to address teacher/staff absences
PS-6 Teacher	Substitute Teacher

	Reconfigure classes to other teachers (eg. multi-aged rooms and/or larger class sizes) Teacher coverage within the building/Remote instruction with certified teacher monitor in classroom (specialists, other certified staff)
Specialist Class	Substitute Teacher Teacher coverage within the building/Remote instruction with certified teacher monitor in classroom (other certified staff) Classroom teacher teaches class
Counselor	Substitute Counselor Remote availability of counselor Team with other area Catholic Schools/Local public school
Administrator	Remote availability of administrator Lead Teacher model Collaborate with Archdiocesan OCS for coverage

How will students who are unable to attend onsite classes access and progress in their faith life and the Iowa Academic Standards?

Students will be able to access instruction via the hybrid model of live streaming, Zoom check ins, and completion of work submitted digitally. Teachers will have individual meetings with those students, as needed, to assess faith life, emotional needs, and academic needs.

HS only: How will we ensure students scheduled to graduate at the end of the 2020-2021 school year will meet all requirements in the event of remote learning being needed at some point during the school year?

NA

- C-1. Identify and use effective instructional resources and practices.
- C-2. Collect ongoing student learning data to determine student learning progress and needs throughout the 2020-2021 school year.
- C-3. Use data to differentiate instruction based on student needs.
- C-5. Collect ongoing student learning data throughout the 2020-2021 school year to make summative decisions about student learning. (p. 22-25)

What are the high leverage instructional practices we will use to increase student learning this year? How will teachers receive training in these strategies?

Strategy	Professional Development Needed	Timeline	Lead Person/Team
Feedback	Literacy AEA site Math AEA site Collaboration with area schools Emergency Learning Course Planning for Emergency Learning	August/ September PLC meetings Summer Summer	Mr. Smith, Principal Classroom Teachers
Engagement	The Next Step Forward in Guided Reading -Jan Richardson Emergency Learning Course Planning for Emergency Learning	October/ November PLC meetings Summer Summer	Mr. Smith, Principal Classroom Teachers

What sources of data will be used to determine student learning needs throughout the year and how will it be gathered across each delivery model?

Area	Data Source	How administered?	When given?	Lead Person/Team
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Social behaviors	Observation Tool	Teacher Observation	4x per year (beginning of each quarter)	PS Teachers
Literacy, Reading Comprehension, Fluency	FAST assessment	Teachers/Computer. Given via Zoom if in a remote learning setting.	3x per year; FAST assessment windows	K-6 Teachers
Reading	Unit Assessments	Teachers/Computer Given LMS if in a remote learning setting	At completion of unit	K-6 Teachers
Math	FAST assessment	Teachers/Computer. Given via Zoom if in a remote learning setting.	3x per year; FAST assessment windows	K-6 Teachers
Math	Unit Assessments	Teachers/Computer Given LMS if in a remote learning setting	At completion of unit	K-6 Teachers

When will our teams meet to plan differentiation of instruction based on student needs?

Extended Days added for collaboration and analysis of student learning data. Grade level teams will also meet at least once each week to determine interventions and differentiation of instruction to be used.

C-4. Facilitate student engagement during online learning. (p. 24-25)

What will be our expectation for engagement during online learning and how will we assess engagement?

St. Francis Xavier will expect students to be actively engaged in online learning. As a school we will develop expectations for remote learning. Areas to be addressed include: attendance, work completion, focus, and discussion.

How will we provide adequate information to parents/caregivers so they can support their child's online learning?

Teachers will communicate the expectations to students and families, as needed.
Strategies for assisting in online learning will be distributed via the school newsletter or emails on a periodic basis.

St. Francis Xavier Catholic School
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Contact:

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