



District or Charter School Name

Diocese of Evansville - 9215

Schools include:

- Annunciation at Christ the King - D545
- Annunciation at Holy Spirit - D570
- Corpus Christi - D550
- Flaget - B565
- Good Shepherd - D555
- Holy Cross - B115
- Holy Redeemer - D560
- Holy Rosary - D565
- Holy Trinity - A871
- Mater Dei - D530
- Reitz Memorial - D535
- Resurrection - D610
- Rivet - B560
- St. Benedict - D590
- St. Bernard - D370
- St. James - B120
- St. John the Baptist - D815
- St. Joseph - D605
- St. Joseph - B105
- St. Matthew - D095
- St. Philip - D100
- St. Wendel - D105
- Sts. Peter and Paul - B125
- Washington Catholic Elementary - A665
- Washington Catholic Middle/High - A660
- Westside Catholic - D580

Section One: Delivery of Learning

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

On March 19 the superintendent of Catholic Schools of the Diocese of Evansville issued a statement to all school administrators, school families, and school pastors stating that students in the Diocese of Evansville will receive extended learning instruction 4 days a week. Teachers will use one day a week to prepare extended learning lessons, assess student work, and provide meaningful feedback to students.

As a result of the extended learning plan schools are delivering extended learning opportunities in a variety of ways including Zoom and Google Meet for video learning. Online curriculum materials provided by Pearson, HMH, McGraw-Hill and Sadlier are also being utilized. In addition teachers are using a variety of programs such as Seesaw, IXL, Edupuzzle, edulastic.com, Waterford, Newslea, Khan Academy, etc.

Learning packets are provided to students who have limited digital access. Special arrangements, on a per school basis, are made for pick up and return of these packets.

Students with ISPs are given additional support in collaboration with itinerant teachers from corresponding LEAs. Our resource teachers, in conjunction with LEA teachers of record, are also conducting phone conferences with families to provide guidance and support.

Students with CSEPs, 504s and those identified as “at risk” are given extra support to meet individual education goals. Teachers are making themselves available during extended office hours. Individual and small group Zoom meetings are being held for students with special accommodations, as well as those who need extra support.

Schools are ensuring that students with service plans and/or CSEPs are continuing to receive accommodations as stated in their plans. In some cases plans had to be revised to meet extended learning goals.

Resource teachers are co-teaching with classroom teachers via

video learning where appropriate. Resource teachers in some schools are delivering special manipulatives to homes on an as needed basis.

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

Effective communication is essential during extended learning. As mentioned above the superintendent issued a letter to all school families explaining the diocesan plan for continuous learning. In addition the Catholic School Office meets with all school administrators on a weekly basis to communicate updated continuous learning expectations as well as guidance related to any COVID-19 issues. There are also weekly communications from the superintendent in the diocesan newspaper, The Message.

The Catholic Schools Office is conducting grade level/subject area specific Zoom meetings with teachers across the diocese. Teachers in turn continue to provide instruction to students four days a week.

Administrators touch base with faculty and staff at least once a week. Emails and Zoom meetings are the most common avenues used for this correspondence. Weekly newsletters/memos are sent to teachers.

Schools continue their weekly communications with families. Sycamore Education, emails, and School Messenger are the most common avenues for this. Some schools have conducted Zoom meetings for parents.

In addition, the Continuous Learning Plan will be posted on the Diocese of Evansville website as well as each school's website.

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

Teachers and support staff are available to students and families via email, Google Classroom, Google Hangout, or other indicated platforms during the school day. If internet access is a problem for families special arrangements are made for students to pick up learning packets or other resource items.

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

Teachers have access to school issued laptops, Chromebooks, iPads or other digital devices where applicable. Some schools have been able to provide such devices to students as well.

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

Educators and support staff are connecting with students at least 4 days a week and with families at least once a week. Formats being used for this communication, as mentioned above include, email, phone, Zoom, Sycamore, School Messenger and Google Classroom. Recorded personal messages or demonstrations are also used as needed.

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

Teachers are providing timely and meaningful feedback to students in a variety of ways including email, Google Classroom, video conferencing, and graded assignments that are returned to students via packets. If students fall behind on returning assignments, teachers are making special efforts to email and call students and/or families. Teachers are providing this

feedback at least weekly and in some cases more than once a week.

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.

Teachers are providing extended learning opportunities that meet the criteria for required course work. Students complete assigned classwork to earn credits in courses for which they are enrolled. Students will receive letter grades for high school credits earned. Teachers and administrators are working with higher education institutions to ensure objectives are met for students enrolled in dual credit or AP courses.

8. Describe your attendance policy for continuous learning.

Individual school attendance policies remain in place during extended learning. Students/parents are expected to report attendance on extended learning days. Sycamore Education or Google forms are being utilized to record daily attendance.

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

Teachers continue to move forward with grade-level instruction and progress monitoring to the best of their ability. In a normal school year, schools would be giving their 4th quarter Star 360 formative assessment to look for skill gaps. As a result of extended learning, administrators feel the best approach is to administer this 4th quarter assessment at the start of the 2020-2021 school year. Data will be reviewed and appropriate remediation will be given at that time.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Teachers from each grade level and subject area are meeting via Zoom to share best practice ideas for extended learning. Professional articles containing research on best practices for extended learning are being shared. Teachers and principals are encouraged to participate in professional development opportunities provided by the Southern Indiana Education Center, the National Catholic Education Association, and the Indiana Department of Education's Science of Happiness as well as webinars on Social and Emotional Learning.