



District or Charter School Name

St. Marys School
A730

Section One: Delivery of Learning

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

Teachers will post work either daily or for the week depending on the time the learning is scheduled to continue. If posted daily, the work will be available by 8:00am. Students will either need to check in with the teachers or complete certain assignments each day to be counted present.

The lessons include videos, papers, and samples of work. Teachers are available Monday - Friday between 8 and 3 for any specific questions, and email and phone numbers are provided for contact information.

If a student's work has not been submitted, teachers, contact students/parents to address any problems or concerns.

Special needs students are provided with additional assistance when needed and special needs teachers have been in contact with the students on their caseload.

Assignments can be submitted to the teacher and in most cases are due the following day. In special cases adjustments may be made for working families.

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

1. Students may log on to various web areas to view assignments. Middle school grades will use google classroom, while others will use Seesaw, the school website, the school student data system program, and Padlet. The means of delivery of assignments is always communicated to students/parents. Some classes also communicate and stay connected using the MarcoPolo Application or by using Google Meets.
2. Families receive emails from teachers each week and at least one email from the school as well. Included in the email for school is also a newsletter which is geared toward Social Emotional Health. This newsletter is put together by the School Social Worker, and can also be accessed through our website.
3. At least once a week the teachers meet via Zoom to discuss progress and any new developments from the State Department of Education, or the Archdiocese of Indianapolis. A Google Meet account has also been put together for the teachers to communicate. Grade group teachers also plan together so they can deliver one email to all parents instead of the parent receiving multiple emails from each grade or subject.

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

Students have access to various programs that were already in use as part of their curriculum study. In addition to that, teachers have created groups on various outlets to make content available. Continued communication has been established whereby families are contacted if the student seems to be having difficulty with material or access.

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

Grades 6-8 are 1-1
Grades K-5 have been allowed the opportunity to borrow school computers if there was a need.
Teachers have made accomodation for submitting assignments when the need has arisen such as providing packets of assignments on paper which is already copied for the student.

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

Parents are emailed weekly and follow up calls are made if parents do not reply or if students are not completing work. Administration is also available if needed for support in communications.
Surveys are sent to parents at various times to assess how the plan is working out for families.

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

Teachers evaluate work as it is submitted and students/parents have access to the student data system where these scores are kept.

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.**

We do offer Algebra for our 8th grade students, and our teacher creates videos, and delivers her lessons and assignments via google classroom. Each week the work is evaluated and additional work on standards is addressed as needed.

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

Attendance is taken through work completed and by students checking in via google classroom or meets. When the work is completed for the day, or the student has "checked- in", they are counted present.

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

We have been using NWEA testing, and that will help us see what gaps we have as we progress through the school year. Teachers will focus on the core standards which need to be met, and practice the foundational skills that will need to be strong.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Teachers meet weekly via zoom for staff development and to share thoughts, concerns, and successes. Teachers also are in close contact with grade/subject PLC's for planning and evaluation purposes.

The staff also has access to professional development through a subscription to Smekens Education.

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.

