



**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.**

Each Monday by 8:00am, teachers will post assignments for the week for parents/students to view. These lessons include videos, papers, and samples of work. Teachers are available Tuesday - Thursday 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 have been provided with additional assistance when needed and special needs teachers have been in contact with the student on their caseload. Assignments can be submitted throughout the week, but are not considered "due" until the following Monday when new assignments are posted.

- 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.**

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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.

**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.

A survey was also conducted with parents after we had held our continuous learning program for a couple of weeks so that we could make adjustments as needed.

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

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

## **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.**

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. When the work is completed for the day, the student is counted present. Some teachers also have a check-in method each day on their mode of lesson delivery. (Google classroom etc.)

- 9. Describe your long-term goals to address skill gaps for the remainder of the school year.**
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We have been using NWEA testing, and that will help us see what gaps we have as we begin the new school year. For the remainder of the year, teachers will focus on those core standards which need to be met, and practice the foundational skills that will need to be strong.

### **Section Three: Staff Development**

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

Teachers meet weekly for staff development and to share thoughts, concerns, and successes.  
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.**