



**District or Charter School Name**

Matchbook Learning

**Section One:** Delivery of Learning

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

- We are providing all students with online and paper opportunities for learning.
- Matchbook is checking with every family to see what needs they have in order for their students to participate in online learning and we are assisting the families with those needs.
- All students are receiving weekly individual check ins and virtual class participation opportunities from their core teachers.
- All ESL and Special Education students are receiving work modified based on their individual learning plans and needs.
- All ESL and Special Education teachers are receiving additional check ins and extended learning time virtually with their ESL or Special Education teachers. This includes those that need to work on speaking and listening via an online platform or phone, as well as work on social stories, and academic supports.

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

1. For students we communicated the expectations for eLearning days last year. We have communicated further with the students their work expectations and the extended eLearning time this year through phone calls, newsletters, emails, Dojo postings, and through Google Classroom.
2. For families we communicated the expectations for

eLearning days last year. We have communicated further with the families now their students work expectations and the excented eLearning time this year through phone calls, newsletters, emails, Dojo postings, and through Google Classroom. We have also invited every parent to participate in an online class so that they will have the experience and it has allowed us to demonstrate to them what Google classroom looks like, how to tell if you student is doing and turning in their work, and how to support students during this time.

3. For staff we are having regular full faculty meetings during which we shared our expectations and have reviewed them. Additionally, grade level PLCs and grade band or department meetings are occuring virtually every week during which times expectations are reviewed. Staff work is also virtually monitored, reviewed, and accountability logs are occuring daily.

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

- We are supporting students with online access to instruction that varies based on the families need for devices.
- Every family has been contacted to find out what their needs are and have been given information on recources including but not limited to:
  - Support for Utilities
  - Food
  - Housing
  - School Supplies and Devices
  - Social Emotional Supports
  - Medical Supports
  - Academic Helplines
- All students and families are able to call the support lines we have established to get additional resources and supports in all areas.
- All students can pick up additional off line work that aligns with the online work during meal pick up at our school.

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

- All students and staff are able to get access to a device for online learning through us. This can be a Chromebook or other Laptop and a hot spot for those that need one.
- All students and staff have access to all of our virtual curriculum and programs through Clever and Google classroom just as they did during our regular school days because our regular instruction utilizes blended learning.

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

- All students are receiving weekly individual check ins and virtual class participation opportunities from their core teachers.
- All ESL and Special Education teachers are receiving additional check ins and extended learning time virtually with their ESL or Special Education teachers. This includes those that need to work on speaking and listening via an online platform or phone, as well as work on social stories, and academic supports.
- Our restorative team continues weekly check ins with students and offers weekly meetings with students needing additional social and emotional supports.
- All support staff are assigned to phone line support areas (Academic Supports, ESL Supports, Special Education Supports, IT Support, Social Work and Restorative Supports, General Questions/Needs) and have assigned hours that they are responsible for support calls.
- All daily connections and contacts are logged by each staff member.

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

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- Students receive daily feedback from teachers on their virtual work through Google classroom as well as during their virtual meetings with teachers.
- Additionally, the adaptive online programs our students utilize also give them feedback and adjust to the student's individual needs as their learning progresses.

## **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.**

N/A

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

Student attendance is based on work completion.

- 9. Describe your long-term goals to address skill gaps for the remainder of the school year.**
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We are continuing to monitor student growth and progress through our online programs and assessments. For the skill gaps, any regression, and growth that our students don't have because we are not in the building during this time we will be providing several extended learning opportunities through the next school year. This will mean additional interventions during the school day for the next few school years as well as additional before/after school and summer opportunities for students.

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

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

- Our first online professional development for the staff occurred March 23-25.
- Teachers receive virtual 1:1 support coaching weekly.
- Online professional development opportunities are sent out to staff weekly.
- PD specifically on reading and math interventions is scheduled for all staff going into the 2020-21 school year in order to help with any learning gaps that occur during this time for students.

**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.**