

# Distance Learning Plan Template for Charter Schools

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On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. Charter schools are required to submit a DLP to the Arizona State Board for Charter Schools (ASBCS) prior to implementing distance learning. Charter schools may begin operating their DLP upon submission of the plan to ASBCS.

Charters may make revisions to improve their DLP at any time, but must submit those changes to the ASBCS within 10 business days of any substantive revision. Charters should contact their assigned Education Program Manager at the ASBCS to revise their DLP.

## Instructions

A charter holder that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ASBCS. Charter holders not utilizing the appropriate template will be required to revise and resubmit their plans. The template is a Word document that must be completed in its entirety and uploaded to a Google Drive, as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

In the sections found on pages 3-5, a charter holder will populate background information regarding charter holder and school information, including basic information about each charter holder's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the charter holder to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the charter holder has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>1. Develop full Professional Development Calendar that includes training on Virtual Instruction.</li> <li>2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training</li> <li>3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model</li> <li>4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).</li> </ol>	<ol style="list-style-type: none"> <li>1. Dean of Academics</li> <li>2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches)</li> <li>3. Dean of Academics and Virtual Instructors</li> <li>4. Instructional Coaches</li> </ol>	<ol style="list-style-type: none"> <li>1. Early July</li> <li>2. Last week of July</li> <li>3. Weekly</li> <li>4. Weekly (as needed)</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional Development Calendar</li> <li>2. Training Agendas, Sign in Sheets, and Presentations</li> <li>3. Meeting Notes</li> <li>4. Coaching Logs</li> </ol>

The example above is not intended to demonstrate that these are specific action steps a charter should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the charter holder to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

### Charter Holder Information

EDUPRIZE SCHOOLS, LLC		Charter Holder Entity ID	078687000
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Dr. Lynn Robershotte	
Representative Telephone Number			
Representative E-Mail Address			

### School Information

*\*In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

School Name	Entity ID	CTDS
EDUPRIZE Gilbert	5479	078687102
EDUPRIZE School	89413	078687101

### Distance Learning Background Information

a. *Number of Instructional Days (3.b)*

*Each charter school shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ASBCS, if the school intended to switch to a different schedule for the 2020-2021 school year. If ASBCS previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.*

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*If the school intended to switch to a different schedule for the 2020-2021 school year, but has not yet been approved by the ASBCS, please contact your Education Program Manager.*

*Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.*

How many instructional days will the charter school operate for School Year 2020-2021?	180
How many instructional days did the charter school operate for School Year 2019-2020?	180

*b. Distance Learning Option (3.b)*

Estimated Enrollment for FY 2021	3679	Start Date for Distance Learning	7/22/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	350	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	3679
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input checked="" type="checkbox"/> 5. Other (Please explain below)		
	If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:		

We intend to operate distance learning beginning 7/22/20 and throughout the year. Once schools are allowed to open, parents who opt to have their child attend on-campus may do so. In k-6 our distance learning will offer daily recorded content instruction in ELA, math and writing plus live interactive sessions daily. Core content will be introduced in grades K-6, through live instruction with remediation daily. In grades 7-12 all course content per each students schedule will be taught through 45 minute live sessions daily.

Is the charter requiring students to do distance learning?	Yes
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

*\*In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.*

### Attendance Tracking (1.a.i, 1.i)

a. Describe how the charter school will track attendance for students attending remotely, whether full time or intermittently.

The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:

- Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- Daily assignments completed and submitted by the student.
- A parent attestation of documentation of time spent on educational activities.

**The charter holder is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: <https://www.azed.gov/finance/school-finance-guidance-for-covid-19/>**

***If the Charter Holder currently operates an approved AOI, it must follow the AOI attendance requirements outlined by ADE and A.R.S. §15-808 for students enrolled in the AOI.***

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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<p><b>K - 6</b></p> <ol style="list-style-type: none"> <li>Teachers will record student’s absences and tardies in google docs based on their attendance in the daily virtual instruction sessions offered live. Late arrivals may be posted for partial day attendance as applicable and allowed by grade level</li> <li>Students will be marked absent and the attendance record will be recorded for their full or half day attendance in SMS for state reporting</li> <li>Data will be synchronized to the state no less than every 20 days</li> </ol> <p><b>7<sup>th</sup> – 12<sup>th</sup> grade</b></p> <ol style="list-style-type: none"> <li>Absences and tardies will be recorded in Jupiter grade book for each period of the day that teachers have students.</li> <li>Attendance will be posted hourly from Jupiter gradebook</li> <li>Attendance will be posted to the SMS system for state reporting</li> <li>Data will be synchronized to the state no less than every 20 days</li> </ol>	<p><b>K-6</b></p> <ol style="list-style-type: none"> <li>Classroom teacher</li> <li>Attendance clerk</li> <li>Executive Assistant</li> </ol> <p><b>7<sup>th</sup> – 12<sup>th</sup> grade</b></p> <ol style="list-style-type: none"> <li>Teachers</li> <li>Attendance clerk</li> <li>Attendance clerk</li> <li>Executive assistant</li> </ol>	<p><b>K-6</b></p> <ol style="list-style-type: none"> <li>Once per day at the beginning of sessions and when students arrive to the live session late</li> <li>Once daily</li> <li>No less than every 20 days</li> </ol> <p><b>7<sup>th</sup> – 12<sup>th</sup> grade</b></p> <ol style="list-style-type: none"> <li>Daily at the beginning of each course section</li> <li>Daily as attendance is posted in Jupiter gradebook</li> <li>Attendance clerk</li> <li>Data will be synchronized to the state no less than every 20 days</li> </ol>	<p><b>K-6</b></p> <ol style="list-style-type: none"> <li>Teachers will enter absences into a google spreadsheet</li> <li>SMS reports will reflect the attendance data entry</li> <li>SMS transaction history log will reflect dates that the synchronization took place</li> </ol> <p><b>7<sup>th</sup> – 12<sup>th</sup> grade</b></p> <ol style="list-style-type: none"> <li>Jupiter gradebook reports will be maintained for documentation</li> <li>Google attendance spreadsheets will be printed</li> <li>SMS data reports</li> <li>SMS transaction history log will reflect dates that the synchronization took place</li> </ol>
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*b. Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>Teachers will be in contact with students daily using Google Classroom</li> <li>Teachers will be in contact with families via email</li> </ol>	<ol style="list-style-type: none"> <li>Teacher</li> <li>Teacher</li> </ol>	<ol style="list-style-type: none"> <li>Daily</li> <li>As needed; respond to emails within 1 business day</li> </ol>	<ol style="list-style-type: none"> <li>Principals monitor classroom instruction on Google Classroom</li> <li>Email history</li> </ol>

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<p>3. Administration will contact families using School Messenger (an email service)</p> <p>4. Grades will be reflected in online gradebooks that parents can access and will be updated weekly by teachers</p>	<p>3. Principals, dean of students, Sped coordinators as needed</p> <p>4. Parents</p>	<p>3. As needed to communicate relevant information &amp; updates</p> <p>4. At parents discretion</p>	<p>3. School messenger logs will be kept</p> <p>4. Grades post automatically to gradebook platforms for parent access.</p>
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### Teacher and Staff Expectations and Support (1.a.ii)

a. Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>K-12</p> <p>1. Teachers will create online prerecorded instruction weekly or provide real-time live instruction daily depending on grade level and course.</p> <p>2. Teachers will create daily schedules of recommended learning order</p> <p>3. K-6 – up to one hour sessions of live, distance learning plus daily pre-recorded content in Math, ELA, and Writing; weekly science instruction</p> <p>4. 7<sup>th</sup> – 12<sup>th</sup> - approximately 45 minutes session per day per block schedules</p> <p style="margin-left: 20px;">a. Half of their courses offered Monday and Wednesday</p> <p style="margin-left: 20px;">b. Half of their courses offered Tuesday and Thursday</p> <p style="margin-left: 20px;">c. Friday – remediation, testing and teaching to mastery</p>	<p>K-12</p> <p>1. Teachers</p> <p>2. Teachers</p> <p>3. Teachers</p> <p>4. Teachers</p>	<p>K-12</p> <p>1. Daily according to schedule</p> <p>2. Daily according to schedule</p> <p>3. Daily according to schedule</p> <p>4. Daily according to schedule</p>	<p>K-12</p> <p>1. Principals will have access to all teachers google classroom sites to validate compliance with recorded content and live instruction at the scheduled times</p> <p>2. Principals will monitor online instruction and collect copies of lesson plans, agenda, syllabi, and/or daily schedules</p> <p>3. Principals will monitor online instruction and collect copies of lesson plans, agenda, syllabi, and/or daily schedules</p> <p>4. Principals will monitor online instruction and collect copies of lesson plans, agenda, syllabi, and/or daily schedules</p>

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*b. Describe commitments on delivery of employee support services including but not limited to:*

- o Human resource policies and support for employees; and*
- o Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Administrative office are open from 9-1 daily for staff who need HR support or resources	1. Controller & Assistant under supervision of Board of Directors	1. Daily	1. Time sheets of relevant staff available upon request
2. Contracted employees will receive bi-weekly pay electronically	2. Controller & Assistant under supervision of Board of Directors	2. Bi-weekly	2. Payroll records
3. Health care and TeleDoc services will continue uninterrupted	3. Controller & Assistant under supervision of Board of Directors	3. As needed	3. N/A
4. Extended leave has been approved should employees qualify under guidelines	4. Controller & Assistant under supervision of Board of Directors	4. As needed	4. Executed leave request paperwork
5. Special accommodations are being made for those employees who qualify	5. Controller & Assistant under supervision of Board of Directors	5. As needed	5. Request for special accommodations paperwork
6. Distance learning from July 22 through end of year will be offered for clientele who choose it and teachers who request consideration of this placement for the 20-21 school year	6. Board of Directors	6. As needed	6. Request for consideration for distance learning for the full school year
7. Additional technologies, policies and hygiene protocols have been added to support employees in the deliverance of Distance learning in addition to maintaining a healthy and safe work environment	7. Superintendent, Assistant Superintendent, Task force, IT staff, maintenance	7. Daily and as needed	7. Items purchased listing; safe environment protocols



c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>1. Teachers will be expected to complete 14 days of in-service professional development</li> <li>2. Teachers will be required to complete 8 hours of pre-approved addendum professional development</li> <li>3. If school closure extends beyond 8/17, additional training topics will be provided specific to extended distance learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum Department via training via Google Meets and Zoom for larger groups based on state guidance. Pre-recorded video (Loom) and Google Slide presentations will be provided for extended closure</li> <li>2. Pre-approved training from various educational resources such as colleges/universities, ADE, EdWeb and Eureka provided webinars. Training must be specific to grade level taught or content areas.</li> <li>3. Curriculum department developed videos and pre-approved training by educational resources</li> </ol>	<ol style="list-style-type: none"> <li>1. 7 days in July; 2 days before Q1; 2 days before Q3; 3 days EOY. Teachers participate in 6 to 7 hours of professional development per day during in-service sessions</li> <li>2. All addendum hours must be pre-approved and completed no later than 5/15</li> <li>3. See schedule above in #1</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers complete checklists and quizzes over the material covered</li> <li>2. Teachers must provide certificates of completion or transcripts for college courses</li> <li>3. Attendance monitored on platforms used for presentations</li> </ol>

**List Specific Professional Development Topics That Will Be Covered**

**Note: Additional topics will be added based on needs identified during the school year**

Topics covered in 5 days during July In-services (varies by grade level)

1. Benchmark advance
2. Lucy Calkins
3. Robershotte Handwriting
4. Eureka
5. Zearn
6. DreamBox
7. Carnegie
8. Cottage (Science & Social Studies)
9. Student engagement in the virtual world
10. Virtual Learning Tools
  - a. Google Classroom
  - b. Google Slides
  - c. Google Meets

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d. Zoom Basics

e. Loom

11. Guided Curriculum Mapping for virtual learning
12. Assessment
13. SPED and 504 accommodations

August (if school closure is extended beyond 8/17)

1. How to administer spelling tests virtually
2. Zoom Break-Out groups for small group instruction
3. Math fact fluency
4. School safety protocols
5. Visual health screenings
6. Book: First Days (Harry Wong)

Note: the last three items may be delayed until October if school closure extends throughout the first quarter

October, January & May In-Service

1. Data analysis
2. Academic intervention strategies
3. Classroom management
4. Galileo reports
5. Student engagement
6. Analysis of student writing
7. Curricular training (Carnegie, Study Sync)

### **Professional Development Opportunities**

1. Social-emotional Support Strategies
2. Student engagement
3. Google suite (Docs, Forms, Slides, Sheets)
4. Classroom management
5. Support strategies for struggling learners
6. Reading strategies
7. Differentiation
8. The Flipped Classroom
9. Classroom Transformations

In addition to opportunities provided by EDUPRIZE, teachers are permitted, on a pre-approved basis, to take training specific to their grade levels or content areas, from outside providers. Approved providers include, but are not limited to, colleges/universities, ADE, EdWeb, and Eureka-provided webinars.

### Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

	Students	Teachers	Staff
<b>What was Used to Establish Need?</b>			
Questionnaire	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Personal Contact and Discussion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Needs Assessment-Available data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
WIFI Hot Spot	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental Utility Support (Internet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>When will stakeholders have access to IT Support Availability?</b>			
Traditional School Hours	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Extended Weekday Hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24/7 Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Instructional Methods and Monitoring Learning (1.a.iii)

- a. In the tables below, **list** the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Google Classroom &amp; prerecorded lessons</i>	<i>Math Core Curriculum-Eureka; Digital Learning - Zearn; Dreambox - for adaptive needs</i>	<i>1. Biweekly Assessment</i>	<i>1. At the end of unit/quarter 2. Real time, on-line instructions allows teachers to assess student gain and mastery of content.</i>
<i>1-3</i>	<i>Google Classroom &amp; prerecorded lessons</i>	<i>Math Core Curriculum-Eureka; Digital Learning - Zearn; Dreambox - for adaptive needs</i>	<i>1. Biweekly Assessments</i>	<i>1. At the end of unit/quarter 2. Real time, on-line instructions allows teachers to assess student gain and mastery of content.</i>
<i>4-5</i>	<i>Google Classroom &amp; prerecorded lessons</i>	<i>Math Core Curriculum-Eureka; Digital Learning - Zearn; Dreambox - for adaptive needs</i>	<i>1. Biweekly Assessments</i>	<i>1. At the end of unit/quarter 2. Real time, on-line instructions allows teachers to assess student gain and mastery of content.</i>
<i>6</i>	<i>Google Classroom &amp; prerecorded lessons</i>	<i>Math Core Curriculum – Carnegie ; Digital Learning- Mathia</i>	<i>1. Biweekly Assessments</i>	<i>1. At the end of unit/quarter 2. Real time, on-line instructions allows teachers to assess student gain and mastery of content.</i>
<i>7-8</i>	<i>Google Classroom &amp; prerecorded lessons</i>	<i>Math Core Curriculum - Carnegie; Digital Learning - Mathia</i>	<i>1. Biweekly Assessments</i>	<i>1. At the end of unit/quarter</i>

				2. <i>Informal quizzes and grading of weekly assignments inform mastery of content</i>
9-12	<i>Google Classroom &amp; prerecorded lessons</i>	<i>Carnegie Mathia, Edgenuity, Alg. 1- Holt, Geometry staff created curriculum based on AZ standards; Alg. 1 - Holt; IB- Analyses and Approaches; prerecorded content by teachers</i>	1. <i>Biweekly Assessments</i>	1. <i>At the end of unit/quarter</i> 2. <i>Informal quizzes and grading of weekly assignments inform mastery of content</i>

**Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)**

	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Google Classroom &amp; prerecorded lessons</i>	<i>Core Curriculum – Benchmark Advance; Digital Component – Benchmark Universe; Writing – Lucy Calkins</i>	1. <i>Biweekly Assessments</i>	<i>Quarterly</i>
<i>1-3</i>	<i>Google Classroom &amp; prerecorded lessons</i>	<i>Core Curriculum – Benchmark Advance; Digital Component – Benchmark Universe; Writing – Lucy Calkins</i>	1. <i>Biweekly Assessments</i>	<i>Quarterly</i>
<i>4-6</i>	<i>Google Classroom &amp; prerecorded lessons</i>	<i>Core Curriculum – Benchmark Advance; Digital Component – Benchmark Universe; Writing – Lucy Calkins</i>	1. <i>Biweekly Assessments</i>	<i>Quarterly</i>
<i>7-8</i>	<i>Google Classroom &amp; prerecorded lessons</i>	1. <i>7<sup>th</sup> grade –Read Works; Newsela; Glencoe; Study Sync; Selected Books for Literature</i>	1. <i>7<sup>th</sup> grade – Two assignments per week; formative assessment Biweekly</i>	1. <i>7<sup>th</sup> grade – Summative assessments at the end of the unit and/or quarter</i>

		2. 8 <sup>th</sup> grade – Common Lit; Study Scync; Newsela; Selected novels for literature	2. 8 <sup>th</sup> grade – Two assignments per week; formative assessment Biweekly	2. 8 <sup>th</sup> grade – Summative assessments at the end of the unit and/or quarter
9-12	Google Classroom & prerecorded lessons or Edgenuity	1. Study Sync; Common Lit; Newsela; NoRedInk; Lit2Go; Vocabulary.com; Edgenuity 2. IB Language and Lit.	1. Edgenuity Quizzes are opened by teacher upon completion of unit 2. Formative assessments and assignments are given as appropriate in the Coursework 3. Vocabulary assessments are done weekly or biweekly to complete 7-8 test per quarter	1. Summative assessments are administered based completion of units/literature reading

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Google Classroom & prerecorded lessons	Generation Genius and pre-recorded Loom Videos aligned to state standards	Quizzes & program exit tickets allow tracking of student comprehension and mastery (suspended initial weeks)	Real time, on-line live instruction allow teachers to assess student gain and mastery of content. Ongoing.
1-3	Google Classroom & prerecorded lessons	Generation Genius and pre-recorded Loom Videos aligned to state standards	Quizzes & program exit tickets allow tracking of student comprehension and	Real time, on-line live instruction allow teachers to assess student gain and mastery of content. Ongoing.

			<i>mastery (suspended initial weeks)</i>	
4-6	<i>Google Classroom &amp; prerecorded lessons</i>	<i>Generation Genius and pre-recorded Loom Videos aligned to state standards</i>	<i>Quizzes &amp; program exit tickets allow tracking of student comprehension and mastery (suspended initial weeks)</i>	<i>Real time, on-line live instruction allow teachers to assess student gain and mastery of content. Ongoing.</i>
7-8	<i>Google Classroom &amp; prerecorded lessons</i>	<i>Grade level science</i>	<i>Biweekly assessments Informal quizzes and grading of weekly assignments</i>	<i>Grade level unit tests; End of quarter tests</i>
9-12	<i>Google Classroom &amp; prerecorded lessons</i>	<i>Physics, Chemistry, Biology, Environmental Science; Bioscience Technology; IB Biology 1; IB Biology 2</i>	<i>Biweekly assessments Informal quizzes and grading of weekly assignments</i>	<i>Course level unit tests; course level end of quarter tests and course level end of year tests</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning</b>				
<b>7-12<sup>th</sup> - Social Studies;</b>				
<b>K-6<sup>th</sup> -PE/Music/Technology</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>P.E./Music/Technology</i>	<i>Specialist Made Content Lessons</i>	<i>2-4 weeks</i>	<i>Quarterly</i>
<i>1-3</i>	<i>P.E./Music/Technology</i>	<i>Specialist Made Content Lessons</i>	<i>2-4 weeks</i>	<i>Quarterly</i>
<i>4-6</i>	<i>P.E./Music/Technology</i>	<i>Specialist Made Content Lessons</i>	<i>2-4 weeks</i>	<i>Quarterly</i>
<i>7-8</i>	<i>Google Classroom &amp; prerecorded lessons</i>	<i>Pierson World/US History, Digital Simulations for Economics; Literature based supplemental materials</i>	<i>Biweekly assessments Informal quizzes and grading of weekly assignments</i>	<i>Grade level unit tests; End of quarter tests</i>
<i>9-12</i>	<i>Google Classroom &amp; prerecorded lessons</i>	<i>Pierson World/US History, Digital Simulations for Economics</i>	<i>Biweekly assessments Informal quizzes and grading of weekly assignments</i>	<i>Course level unit tests; course level end of quarter tests and course level end of year tests</i>





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<ul style="list-style-type: none"> <li>d. Stringent guidelines will be in place for administering in-person services (CDC guidelines)</li> <li>e. In-person services will be by appointment</li> <li>f. IEP goals will be met and special services provided both on and off campus</li> </ul>		<ul style="list-style-type: none"> <li>1. e. In-person services will be provided for students on an as needed basis as assessed by the provider</li> </ul>	<ul style="list-style-type: none"> <li>1. e. A log of “in person” services will be kept by the service provider with a description of services with duration of service for record keeping</li> </ul>
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**Process for Implementing Action Step**

Classroom and course teachers will work together to establish lessons and protocols for SPED and 504 students. Aides and SPED teachers will join in the online classes per individual IEP and 504 plans to assist students with course resource assistance.

*b. Describe how the charter school will ensure access and meet the needs of English learners*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p><b>K-6 Gilbert</b></p> <ul style="list-style-type: none"> <li>1. SEI endorsed teachers will integrate language and literacy with content learning. EL strategies and techniques in differentiated lessons for EL students enrolled in their courses. Teachers will scaffold instruction to make grade level concepts comprehensible in receptive, productive and interactive language. During synchronous instruction, teacher will create opportunities to use language and reflect on reading, writing, speaking and listening of grade level content.</li> <li>2. Technology will help facilitate instruction – Google Classroom</li> </ul>	<p><b>K-6 Gilbert</b></p> <ul style="list-style-type: none"> <li>1. SEI endorsed teachers in K-6<sup>th</sup> – 2 hour SEI instruction daily                             <ul style="list-style-type: none"> <li>a. 90 minutes of asynchronous content instruction for language acquisition</li> <li>b. 30 minutes of synchronous group instruction for language acquisition</li> </ul> </li> <li>2. SEI endorsed teachers in ELA, Math &amp; Science</li> </ul>	<p><b>K-6 Gilbert</b></p> <ul style="list-style-type: none"> <li>1. Daily according to the meeting schedule for all classes</li> <li>2. Daily according to the meeting schedule for all classes</li> </ul>	<p><b>K-6 Gilbert</b></p> <ul style="list-style-type: none"> <li>1. Attendance will be monitored for the student; principals and EL admin staff will visit the on-line classrooms to validate that EL students are being serviced for language acquisition</li> <li>2. Documentation will be through reviewing lesson plans and</li> </ul>

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<p>3. Teachers will be flexible to ensure students have what they need and the time they need to complete and understand instruction.</p> <p><b>7-12 Gilbert</b></p> <p>1. Pull out session model</p> <p><b>K-8 Queen Creek</b></p> <p>1. Core teachers in ELA, Math and Science will incorporate EL strategies and techniques in differentiated lessons for EL students enrolled in their courses. 2 hours per day</p> <p>2. Technology will help facilitate instruction – Google Classroom</p> <p>3. Teachers will be flexible to ensure students have what they need and the time they need to complete and understand instruction.</p>	<p>3. SEI endorsed teacher in ELA, Math &amp; Science</p> <p><b>7-12 Gilbert</b></p> <p>1. SEI endorsed teacher</p> <p><b>K-8 Queen Creek</b></p> <p>1. SEI endorsed teachers in K-6<sup>th</sup> – 2 hour SEI instruction daily</p> <p>a. 90 minutes of asynchronous instruction for language acquisition</p> <p>b. 30 minutes of synchronous group instruction for language acquisition</p> <p>2. SEI endorsed teachers in ELA, Math &amp; Science</p> <p>3. SEI endorsed teacher in ELA, Math &amp; Science</p>	<p>3. Daily according to the meeting schedule for all classes</p> <p><b>7-12 Gilbert</b></p> <p>1. Daily for 50 minutes during advisory period</p> <p><b>K-8 Queen Creek</b></p> <p>1. Daily according to the meeting schedule for all classes</p> <p>2. Daily according to the meeting schedule for all classes</p> <p>3. Daily according to the meeting schedule for all classes</p>	<p>engaging in regular synchronous and asynchronous instruction</p> <p><b>7-12 Gilbert</b></p> <p>1. Advisory teacher will log student participation</p> <p>2. Documentation will be through reviewing lesson plans and regular synchronous lessons</p> <p><b>K-8 Queen Creek</b></p> <p>1. Attendance will be monitored for the student; principals and EL admin staff will visit the on-line classrooms to validate that EL students are being serviced for language acquisition</p>
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**Process for Implementing Action Step**

Classroom and course teachers will work together to establish lessons and protocols for EL students.

### Social and Emotional Learning Support for Students (1.a.v)

Check the boxes below to indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.

		Kinder	1-3	4-5	6-8	9-12
<b>Social Emotional Learning</b>	Teacher Check-in	✓	✓	✓	✓	✓
	Packet of Social and Emotional Topics					
	Online Social Emotional videos					
	Parent Training					
	Other: Special group line virtual sessions offered weekly	✓	✓	✓	✓	✓

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone	✓	✓	✓	✓	✓
	Webcast					
	Email/IM	✓	✓	✓	✓	✓
	Other:					

Provide a description of how the charter school will provide social and emotional learning support to students using the methods identified in the above charts.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Social & emotional support will be available for student in the on-line phase of the 20/21 school year through guidance counselors, principals and deans of students	Guidance Counselor, principals, dean of students	As indicated by student and parents	Record of meetings

### Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the charter school will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Galileo Benchmark Testing Grade Level Standards Mastery Report	Curriculum Department Teacher	Pre/Post Testing Annual K-8 Semester 9-12	Annual Growth Data Student Records

### Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given.

<b>Benchmark Assessments (Math)</b>			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	Galileo Benchmark Testing Grade Level Standards Mastery Report	<i>On campus or virtually proctored at home</i>	<i>Within 6 weeks of resumption of in-person instruction</i>
<i>1-3</i>	Galileo Benchmark Testing Grade Level Standards Mastery Report	<i>On campus or virtually proctored at home</i>	<i>Within 6 weeks of resumption of in-person instruction</i>
<i>4-6</i>	Galileo Benchmark Testing Grade Level Standards Mastery Report	<i>On campus or virtually proctored at home</i>	<i>Within 6 weeks of resumption of in-person instruction</i>
<i>7-8</i>	Galileo Benchmark Testing Grade Level Standards Mastery Report	<i>On campus or virtually proctored at home</i>	<i>Within 6 weeks of resumption of in-person instruction</i>
<i>9-12</i>	Galileo Benchmark Testing Grade Level Standards Mastery Report	<i>On campus or virtually proctored at home</i>	<i>Within 6 weeks of resumption of in-person instruction</i>

<b>Benchmark Assessments (ELA)</b>
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	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	Galileo Benchmark Testing Grade Level Standards Mastery Report	<i>On campus or virtually proctored at home</i>	<i>Within 6 weeks of resumption of in-person instruction</i>
<i>1-3</i>	Galileo Benchmark Testing Grade Level Standards Mastery Report	<i>On campus or virtually proctored at home</i>	<i>Within 6 weeks of resumption of in-person instruction</i>
<i>4-6</i>	Galileo Benchmark Testing Grade Level Standards Mastery Report	<i>On campus or virtually proctored at home</i>	<i>Within 6 weeks of resumption of in-person instruction</i>
<i>7-8</i>	Galileo Benchmark Testing Grade Level Standards Mastery Report	<i>On campus or virtually proctored at home</i>	<i>Within 6 weeks of resumption of in-person instruction</i>
<i>9-12</i>	Galileo Benchmark Testing Grade Level Standards Mastery Report	<i>On campus or virtually proctored at home</i>	<i>Within 6 weeks of resumption of in-person instruction</i>

**Optional: Describe how the school will administer benchmark assessments (use if the school wishes to provide information in addition to the table above)**

**Additional Information (Optional)**

**The charter school may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.**

