

Distance Learning Plan Template for Charter Schools

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

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

Charter Holder Name	Ed Ahead	Charter Holder Entity ID	90506
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		John Penczar	
Representative Telephone Number		520-777-3757	
Representative E-Mail Address		Jack.penczar@academyadventuresmidtown.com	

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
Academy Adventures Midtown	90507	108506101

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?	179

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	40	Start Date for Distance Learning	August 6, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	100% until Governor allows schools to open their buildings to students	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	25-30% are attending Distance Learning Support Services at the school
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 checked="" 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:		

Due to the Executive Order, we will begin Distance Learning on August 6, 2020, for all students. When the Governor allows students back in the school building, our Distance Learning will continue for those families who do not want or feel comfortable to have their child in the school building. For those families that want their child back in school, a full day program will be available.

On August 17, 2020, based on the Governor’s Executive Order, Distance Learning with Support Services was implemented, allowing students who needed a safe place to participate in Distance Learning could be on campus with proper distancing and mask requirements. We average 6-12 students on campus weekly, an average of 30% of our population. Most parents have voiced they are not comfortable with their child being at the school at this time and prefer to do Distance Learning from home.

As the AZDH benchmarks are met in Pima County, we will continue to re-evaluate the program and survey parents for input on how they feel about their child being in a school setting for in person learning. Currently, our parents still prefer Distance Learning / Distance Learning Support Services.

With the constant change in the pandemic, the school will remain flexible and allow families to choose throughout the school year if they want their child in school building or to attend through Distance Learning. Families will be required to let the school know the week prior if they plan to change the program their child will be participating in.

Is the charter requiring students to do distance learning?	Choose an item.
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? <i>(Students will only be required to do Distance Learning until August 17th when the Executive Order expires. For those continuing with Distance Learning, there will be a physical location for the children if needed)</i>	No

**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
<p>1. Attendance Guidelines will be created and distributed to families. These guidelines will include:</p> <p>a. Students will be required to attend live Zoom sessions during the school day (Synchronous Learning)</p> <p>b. Students will be required to complete assignments daily on their own using online programs approved by the school, homework and reading (Asynchronous Learning)</p>	<p>1. Attendance Guidelines will be created by Angela Towner Mertz, reviewed by Patricia Campbell and Jack Penczar.</p> <p>2. Angela Towner Mertz will be monitoring the attendance records and conferencing with teachers.</p> <p>3. Teachers will contact their students' parents as needed when there is a concern regarding a child's attendance and/or participation.</p> <p>4. Patricia Campbell will follow up with any families necessary regarding attendance concerns.</p>	<p>1. Attendance guidelines will be completed by July 23, 2020 and distributed to families on July 25, 2020.</p> <p>2. Attendance policies will be updated as the LEA feels necessary and immediately distributed to parents and posted to the website.</p> <p>3. Attendance will be taken daily at all live sessions throughout the day.</p> <p>4. Teachers will check student participation in online programs daily to see if students have completed their assignments.</p> <p>5. Teachers will review/grade all assignments turned in daily</p>	<p>1. A copy of the guidance distributed to staff and families.</p> <p>2. Teacher gradebook and copies of completed assignments.</p> <p>3. Attendance sheets showing student participation.</p> <p>4. Copies of any paper packets given out.</p> <p>5. Communication logs showing all attempts made to contact families regarding attendance concerns.</p> <p>6. Reports from online programs (when available) showing student participation</p>

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<p>c. Students will be required to attend school from 8:00 AM -2:15 PM daily, whether it be Asynchronous or Synchronous learning to insure that required instructional minutes are being met.</p> <p>2. Teachers will record who is in attendance for Synchronous learning daily.</p> <p>3. Administration and teachers meet daily to go over attendance and other instructional issues.</p> <p>4. Teachers will monitor all Asynchronous learning assignments through the online programs, parent signed reading logs and assignments turned in daily.</p>		<p>6. Attendance will be reviewed daily by Administration and teachers.</p> <p>7. Attendance records will be updated daily via Attendance Sheets on Google so that Administration has access to them and can monitor them regularly.</p>	
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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
<p>Being a K-5 school, we will have two steps to this: Communicating with the Child directly and Communicating with the parents & students together</p> <p>1. Families will be contacted prior to school beginning to welcome them to the new school year and classroom. This will be done via phone calls and if necessary, emails and text messages.</p>	<p>1. Communication via phone and ClassDojo will be the teachers, monitors and Administration</p> <p>2. Communication via email will be done by teachers, principal and administration</p> <p>3. Parent Texting program and Notices posted on ClassDojo School Story will be done by Angela Towner Mertz</p>	<p>1. Welcome will be done the week of July 27, 2020</p> <p>2. Teacher and Angela Towner Mertz will post morning/weekly announcements through ClassDojo</p> <p>3. Other communication will be conducted regularly as needed</p>	<p>1. Communication logs</p> <p>2. Copies of any flyers, letters, etc. sent home</p> <p>3. ClassDojo Stream</p> <p>4. REMIND texting program stream</p>

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<ol style="list-style-type: none"> 2. Families and students will receive detailed expectations of their participation online. 3. Families and students will receive a detailed schedule so they know what to expect and when they are expected to be online. 4. There are several methods that will be used to stay in contact with families: <ol style="list-style-type: none"> a. Online platforms (Zoom and Class DoJo) b. Parent Texting Program (Remind) c. Email Communications d. Phone Calls 5. Students will have the ability to reach their teacher by phone and thru Class Dojo as well as through Zoom during the teacher’s “office hours” 			
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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
<ol style="list-style-type: none"> 1. Staff will be expected to work their normal hours per their contract. Teachers will be working from the school. 2. Teachers will be required to turn in weekly lesson plans which will be reviewed by the Principal or designee 3. Teachers will be required to set up their ClassDojo where 	<ol style="list-style-type: none"> 1. Teachers will be responsible to create and turn in their lesson plans weekly. 2. Patricia Campbell or designee will be responsible to review lesson plans weekly and provide feedback. 3. Teachers will be responsible for preparing lessons, assignments, as well as reviewing and grading student 	<ol style="list-style-type: none"> 1. Lesson plans will be due every Thursday by 4:00 pm for the following week. 2. Lesson Plans will be reviewed every Friday and feedback given to teachers as necessary. 	<ol style="list-style-type: none"> 1. Copies of lesson plans 2. Notes and/or signature on lesson plans showing they have been reviewed

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<p>they will communicate with students and parents.</p> <p>4. Teachers will create lessons appropriate for their students that align with state standards. These lessons will be done Live and the live sessions recorded to post in their Class Dojo and the school YouTube page for easy access.</p> <p>5. Teachers will be required to monitor student progress, review and grade assignments, quizzes, and tests</p> <p>6. Teachers will have office hours for students and/or parents to log into Zoom to ask questions, get additional help, etc..</p>	<p>assignments and recording them.</p> <p>4. Teachers will be responsible to keep daily attendance for their children.</p>		
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b. Describe commitments on delivery of employee support services including but not limited to:

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. Daily Meetings with teaching staff to cover policies and provide support and discuss any concerns/issues they may have or that come up.</p>	<p>1. Administration</p>	<p>1. Daily for at least 30 minutes either in person or by Zoom</p>	<p>1. Notes</p>

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. Professional Development Calendar will be created</p> <p>2. Professional Development will be weekly on Fridays from 1:00 PM-2:30 PM. Professional Development will be done</p>	<p>1. Professional Development Calendar will be completed by Patricia Campbell and/or Desginee.</p> <p>2. Professional Development Meetings will be conducted by</p>	<p>1. PD Calendar will be completed by August 3, 2020</p> <p>2. PD will be on Wednesdays through Quarter 1, then switch to Fridays starting Quarter 2 of</p>	<p>1. PD Calendar</p> <p>2. Sign In Sheets for PD unless done via Zoom</p> <p>3. PD Meeting Minutes</p> <p>4. Certificates of Attendance When applicable</p>

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either in person or via Zoom (or both) depending on circumstances	John Penczar and/or Patricia Campbell	each week that school is in session for 90 minutes	
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List Specific Professional Development Topics That Will Be Covered

Mindfulness in the Pandemic Era, Focus Skills and the COVID-19 Learning Gap, Using Digital Portfolios to Document Knowledge, STEM and hybrid Learning, Engagement Strategies for Hybrid Classrooms, Building Media Skills to Improve Student Learning in Hybrid/Virtual Classrooms, Social Emotional Learning, Using Digital Resources to Accelerate Learning, Google Documents, Class DoJo, Use of Assessment to Develop Lesson Plans, SMART Goals, MTSS, Distance Learning Platforms to help better teach students, Galileo Data review

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
What was Used to Establish Need?			
Questionnaire	X		
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X		
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	If needed		
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours	X	X	X
24/7 Support		X	X
Other:			

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.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<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>Direct instruction via ZOOM, prerecorded videos posted on</i>	<i>GoMath! Is the main curriculum. Splashlearn is</i>	<i>Informal formative assessments daily during</i>	<i>Assessment at end of each Chapter</i>

	<i>Class Dojo, Independent Practice</i>	<i>used as supplemental practiced during Asynchronous learning</i>	<i>instruction, assessment at the beginning and mid Chapter</i>	
1-3	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo, Independent Practice/Study</i>	<i>GoMath! Is the main curriculum. Splashlearn is used as supplemental practiced during Asynchronous learning</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning and mid Chapter</i>	<i>Assessment at end of each Chapter</i>
4-6	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo, Independent Practice/Study</i>	<i>GoMath! Is the main curriculum. Splashlearn is used as supplemental practiced during Asynchronous learning</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning and mid Chapter</i>	<i>Assessment at end of each Chapter</i>
7-8				
9-12				

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>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo, Independent Practice/Study</i>	<i>SuperKids is the main curriculum. ReadingA-Z is used for supplemental learning as well as EPIC reading</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Chapter</i> <i>Students have assignments and quizzes set up in Reading A-Z as well.</i>	<i>Assessment at end of each Chapter</i>
1-3	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo, Independent Practice/Study</i>	<i>1-2 SuperKids is the main curriculum. ReadingA-Z is used for supplemental learning as well as EPIC reading</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Chapter/Unit</i>	<i>Assessment at end of each Chapter/Unit</i>

		<i>3rd Grade: CKLA is used as main curriculum. Reading A-Z is used for supplemental learning.</i>	<i>Students have assignments and quizzes set up in Reading A-Z as well.</i>	
<i>4-6</i>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo, Independent Practice/Study</i>	<i>CKLA is used as main curriculum. Reading A-Z is used for supplemental learning.</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Unit</i> <i>Students have assignments and quizzes set up in Reading A-Z as well.</i>	<i>Assessment at end of each Unit</i>
<i>7-8</i>				
<i>9-12</i>				

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<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>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo, Independent Practice/Study</i>	<i>180 Days of Science/Teacher created</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Unit</i>	<i>Assessment at end of each Unit</i>
<i>1-3</i>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo, Independent Practice/Study</i>	<i>180 Days of Science/Teacher created</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Unit</i>	<i>Assessment at end of each Unit</i>
<i>4-6</i>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo, Independent Practice/Study</i>	<i>180 Days of Science/Teacher created</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Unit</i>	<i>Assessment at end of each Unit</i>
<i>7-8</i>				
<i>9-12</i>				

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<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>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo & YouTube, Independent Practice/Study</i>	<i>180 Days of Social Studies/Teacher created</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Unit</i>	<i>Assessment at end of each Unit</i>
<i>1-3</i>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo & YouTube, Independent Practice/Study</i>	<i>180 Days of Social Studies/Teacher created</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Unit</i>	<i>Assessment at end of each Unit</i>
<i>4-6</i>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo & YouTube, Independent Practice/Study</i>	<i>180 Days of Social Studies/Teacher created</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Unit</i>	<i>Assessment at end of each Unit</i>
<i>7-8</i>				
<i>9-12</i>				

Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

The school is investing in new Chromebooks for the students to ensure they have the technology needed to connect to online classes and work. In addition, the school is investing in several new programs that are designed for Distance Learning that will help engage the students and make them excited about attending classes online. Some of the programs include Kahoot!; Unruly SPLATS; Learning A-Z; and ScreenCastify. The school will also be incorporating many free programs such as Google forms/docs/slides; Flipgrid; SplashLearn; Typing.com; and Class Dojo.

Weekly, the school will have a school-wide STEM/STEAM activity and a school-wide ART activity that will be taught via ZOOM in the evenings to allow for parent/family participation.

Meeting the Needs of Students with Disabilities and English learners (1.a.iv)

In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.

a. Describe how the charter school will ensure access and meet the needs of students with disabilities.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Students will meet with the Special Education teacher via ZOOM	1. Athena Taylor	1. Weekly for the required time according to the IEP	1. Weekly logs
2. Students will have alternative/amended assignments	2. Classroom teacher	2. Daily/as necessary	2. Daily notes, copies of assignments

Process for Implementing Action Step

<ol style="list-style-type: none"> Special Education Teacher will create a schedule for students and provide a copy to Patricia Campbell Classroom Teacher will work with students' IEPs and the Special Education Teacher to give students alternative or amended assignments, as necessary.

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
<ol style="list-style-type: none"> Students will meet with the teacher via ZOOM Students will access prerecorded videos Students will have alternative/amended assignments 	ELD Specialist	Daily	Lesson plans, lesson materials, student work, formative and summative assessment data

Process for Implementing Action Step

<ol style="list-style-type: none"> Teacher(s) will create ZOOM schedule. Teacher(s) will create/find appropriate videos to support ZOOM meetings Teacher(s) will provide alternative or amended assignments.

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
Social Emotional Learning	Teacher Check-in	x	x	x		
	Packet of Social and Emotional Topics	x	x	x		
	Online Social Emotional videos	x	x	x		
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone					
	Webcast					
	Email/IM					
	Other: Teachers share concerns with Administration and refer out as necessary	x	x	x		

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
<ol style="list-style-type: none"> 1. Teachers/staff will perform daily check-ins with students – inquiring about mood, if student had breakfast, how student slept 2. Every morning a SEL/Growth Mindset lesson will be done with all students in the morning Zoom session 3. Teacher/staff will present lessons on appropriate Social Emotional topics 	Classroom teacher/staff	Daily – students randomly chosen to participate/respond to SEL content	Morning Zoom Slides with SEL content; Daily Quote Slides; Posters throughout the school; student work

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
<ol style="list-style-type: none"> 1. Students assessed informally during unit/chapter for retention/progress 2. Students will be assessed at the end of each chapter/unit to determine the level of competency for standards at their grade level. 	Classroom teachers	<ol style="list-style-type: none"> 1. Weekly 2. At the end of each chapter/unit 	<ol style="list-style-type: none"> 1. Formative assessment data 2. Summative assessment data

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.

Benchmark Assessments (Math)			
	<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>
Kindergarten	Galileo	<i>Depending on circumstance, if still doing Distance Learning, there will be a one-week window with sign up times for students to come in and take the Benchmark tests. This will allow proper health and safety protocol. If students are in the building, a test schedule will be set up and students will take benchmark testing in the classroom.</i>	<i>Beginning of Year Benchmark: Week of October 5, 2020 1st Benchmark Assessment: Week of December 7, 2020 2nd Benchmark Assessments: Week of March 8, 2021 End of Year Benchmark: Week of May 10, 2021</i>
1-3	Galileo	<i>Depending on circumstance, if still doing Distance Learning, there will be a one-week window with sign up times for students to come in and take the Benchmark tests. This will allow proper health and safety protocol. If students are in the building, a test schedule will be set up and students will take benchmark testing in the classroom.</i>	<i>Beginning of Year Benchmark: Week of October 5, 2020 1st Benchmark Assessment: Week of December 7, 2020 2nd Benchmark Assessments: Week of March 8, 2021 End of Year Benchmark: Week of May 10, 2021</i>
4-6	Galileo	<i>Depending on circumstance, if still doing Distance Learning, there will be</i>	<i>Beginning of Year Benchmark: Week of October 5, 2020</i>

		<i>a one week window with sign up times for students to come in and take the Benchmark tests. This will allow proper health and safety protocol. If students are in the building, a test schedule will be set up and students will take benchmark testing in the classroom.</i>	<p><i>1st Benchmark Assessment: Week of December 7, 2020</i></p> <p><i>2nd Benchmark Assessments: Week of March 8, 2021</i></p> <p><i>End of Year Benchmark: Week of May 10, 2021</i></p>
7-8			
9-12			

Benchmark Assessments (ELA)			
	<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>
Kindergarten	Galileo	<i>Depending on circumstance, if still doing Distance Learning, there will be a one-week window with sign up times for students to come in and take the Benchmark tests. This will allow proper health and safety protocol. If students are in the building, a test schedule will be set up and students will take benchmark testing in the classroom.</i>	<p><i>Beginning of Year Benchmark: Week of October 5, 2020</i></p> <p><i>1st Benchmark Assessment: Week of December 7, 2020</i></p> <p><i>2nd Benchmark Assessments: Week of March 8, 2021</i></p> <p><i>End of Year Benchmark: Week of May 10, 2021</i></p>
1-3	Galileo	<i>Depending on circumstance, if still doing Distance Learning, there will be a one-week window with sign up times for students to come in and take the Benchmark tests. This will allow proper health and safety protocol. If students</i>	<p><i>Beginning of Year Benchmark: Week of October 5, 2020</i></p> <p><i>1st Benchmark Assessment: Week of December 7, 2020</i></p>

		<i>are in the building, a test schedule will be set up and students will take benchmark testing in the classroom.</i>	<p><i>2nd Benchmark Assessments: Week of March 8, 2021</i></p> <p><i>End of Year Benchmark: Week of May 10, 2021</i></p>
4-6	Galileo	<i>Depending on circumstance, if still doing Distance Learning, there will be a one-week window with sign up times for students to come in and take the Benchmark tests. This will allow proper health and safety protocol. If students are in the building, a test schedule will be set up and students will take benchmark testing in the classroom.</i>	<p><i>Beginning of Year Benchmark: Week of October 5, 2020</i></p> <p><i>1st Benchmark Assessment: Week of December 7, 2020</i></p> <p><i>2nd Benchmark Assessments: Week of March 8, 2021</i></p> <p><i>End of Year Benchmark: Week of May 10, 2021</i></p>
7-8			
9-12			

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

Since Galileo is online being able to have the students in the building to test for monitoring purposes and less distractions is important to us. We will do all we can to accommodate families to be able to have their child(ren) come in and test without the worries of covid-19 by providing scheduling that limits the number of people in the building at one time and to accommodate parent work schedules.

Curriculum also has built in Benchmark Assessments and those will be conducted in a similar fashion based on the schedule set by the curriculum scope and sequence. Depending on the assessment, it will be done online through Distance Learning or scheduled for the students to take the test in the building.

Updated 9-8-20: We had to change the Galileo testing dates to a late in September due to the backorder of our Chromebooks. Our laptops are too far out of date to be able to test properly on Galileo’s new system with Imagine Learning.

10/10/2020: Due to issues with Galileo and being able to move our account to Imagine Learning, we were unable to access Galileo until the end of September. At that time accounts were set up and tests for Math, ELA and Science scheduled for the following week, October 5, 2020. This was a few weeks later than intended.

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.

Updated 9-8-20: We realized how important it was to start the morning together as a school like we did the first two days. Because of the success the first two days of school, we decided to continue and made it a daily ritual that the students look forward to. The school wide session we implemented is the first ½ hour of the school day. All students log into Zoom together and we start the morning with a Google slide show that is updated daily and includes: reminders, a positive quote to start the day (usually referring to the day itself, such as Monday are Marvelous!) The Pledge of Allegiance, the School Pledge and several Mindfulness activities, which has proven to be a favorite part of the day for many students. At the very end of the slideshow, we share a final Quote of the Day for the students to ponder and pick several students to tell us what that quote means to them and we compile and share with our families.

We also understand that many of our parents are back at work and work during the day. Since our students are younger, we have some parents that do not want their child online if they are not there to supervise. To accommodate these families, they have the option to sign them up so that they can go into the school and be monitored during regular school hours and we also make any necessary accommodations to ensure the child does not miss out on any instruction if the parent is not comfortable with them being in the school building. Teachers are available to answer questions and be supportive of families however they can and provide office hours for parents to contact the teacher with questions or assistance.

In addition, to allow as much student and family interaction as possible in a Distance Learning environment, we will be doing some all school activities weekly in the evening such as art projects and STEAM/STEM projects. Allowing students time to interact with other students in other grades as they would if we were in the building. We want our students to feel a sense of community so when we return to the building there is a feeling of support. We will also plan other family Zoom events such as movie nights to bring the school community together. We are also facilitating Family Movie Nights via Zoom to continue to bring out families together as a community. Completed calendar of Events through 1st Semester for continuity of school culture and traditions that took place prior to Distance Learning/Pandemic.

Not only will we have live sessions, sessions will be recorded and posted to allow both students and parents to go back and review if needed. Recorded sessions will begin in September, once there is time to adjust to this format. We want to provide as much support and as many resources and possible to help make our students successful. If we have parents who would prefer to have some paper packets, we will make those available to them each week, but they will not be necessary to learn and/or understand the work.

Teachers will do Verbal Assessments weekly with individual students to check for understanding, as well as checking on attendance and well-being.

10-10-2020

A change to how lessons will be presented. Teachers will be pre-recording the lecture part of instruction and posting to ClassDojo for students to watch prior to Synchronous learning. This will allow students the opportunity to watch at their pace and re-watch as needed, as well as provide parents information on lessons and give them the ability to watch and better assist their child(ren). In addition, teachers will be able to spend more time interacting with students and not just presenting material. This new format will allow students to be on Zoom less time but still receive the necessary instruction to do their Asynchronous work.

With the new schedule, teachers will have more time to meet individually with students a few times per week for personalized instruction and/or check ins.

In mid-September, we began computer programming virtually with students using Unruly SPLATS. The program started with a small group. These students are learning about the program and how to code. Once they learn the program, more students will be added, and the trained students will become mentors to the other students. Students are working on learning how to create music currently but will be adding other fun activities as they get more familiar with the program and coding. When in-person instruction begins, the SPLATS will be used for interactive activities such as PE and Music classes.