

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:

Distance Learning Plan Template 2020-2021

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	Center for Academic Success, Inc.	Charter Holder Entity ID	4191
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Ana Polakowski	
Representative Telephone Number		520-439-3553	
Representative E-Mail Address		apolakowski@cpic-cas.org	

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
Center for Academic Success #1	4801	02-87-50-201
Center for Academic Success #2	4802	02-87-50-202
Center for Academic Success #3	79039	02-87-50-203
Center for Academic Success #4	85876	02-87-50-204
Center for Academic Success #5	85877	02-87-50-205

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.

Distance Learning Plan Template 2020-2021

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	1200	Start Date for Distance Learning	September 8, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	250	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	1200
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)		
	<p>NOTES:</p> <p>We plan on offering full online learning for the entire year to any families/students who feel more comfortable with this choice. We will also be offering a regular in-person school, Monday through Friday, for those families/students who are comfortable coming to the school building. Some of our schools are also offering a hybrid model, with students learning in the classroom on some days and from home on other days.</p>		

Is the charter requiring students to do distance learning?	No
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
Monitor student daily attendance via the progress made in the online system	Student Success Coach (SSC) Teacher Parent/Guardian	Daily	Assignment completion Time logged Teacher Daily Attendance Logs
Obtain parent attestation as to other work done that was not online (such as reading or studying for a test)	Student Success Coach (SSC) Teacher Parent/Guardian	Daily/Weekly	Parent Attestation form Teacher/Parent Communications Teacher Daily Attendance Logs

Distance Learning Plan Template 2020-2021

Zoom meeting check-ins	Student Success Coach (SSC) Teacher Parent/Guardian	Daily/Weekly	Teacher Daily Attendance Logs
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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
Check for daily advancement in coursework	Student Success Coach (SSC)/Teacher	Daily	Online platform shows amount of time working online
Weekly check-in with student and parent	Student Success Coach (SSC)/Teacher	Weekly	Phone call log kept by SSC/Teacher

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
Direct instruction via Zoom, Project based Learning via Google classrooms, PLP & IXL via independent study.	Teachers Principals/Vice Principals	Daily/Weekly	Time & Effort Logs

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
Distribute human resources policies and procedures as it relates to the COVID pandemic	Human Resources Director	Weekly / As Needed	YouTube videos / Emails Human Resources Policies and Procedures
Executive Director district updates on policies and new developments	Executive Director	Weekly	Friday emails
Regular updates on school developments and policies	Vice Principals	Weekly / As Needed	Emails and official notices

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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Distance Learning Plan Template 2020-2021

Identify areas of need for professional development for teachers and staff.	Principals/Vice Principals	July / Continuing	Needs Assessment
Create and share a District and School Site PD Calendar with staff	Principals/Vice Principals	August	PD Calendar
All professional development will be delivered virtually	Vice Principals/School Counselors	Monthly, beginning Sept. 2020	Online Transcripts / Certificates

List Specific Professional Development Topics That Will Be Covered

- | |
|--|
| <ul style="list-style-type: none"> • SimpleK12 (to include SpEd, online instruction methods, K-12 learning) • SafeSchools (to include health and safety trainings) • SchoolsPLP • Zoom Academy • Google Classrooms • others TBD as needed. |
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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	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours			
Extended Weekday Hours	X	X	X
24/7 Support			
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>

Distance Learning Plan Template 2020-2021

Kindergarten	<i>Independent study on the computer, Zoom instruction time with the teacher and a Student Success Coach assigned to each online student.</i>	<i>SchoolsPLP, IXL Learning, Google Classrooms</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses. In addition, we will be using IXL and/or Galileo as quarterly assessments.</i>
1-3	<i>Independent study on the computer, Zoom instruction time with the teacher and a Student Success Coach assigned to each online student.</i>	<i>SchoolsPLP, IXL Learning, Google Classrooms</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses. In addition, we will be using IXL and/or Galileo as quarterly assessments.</i>
4-6	<i>Independent study on the computer, Zoom instruction time with the teacher and a Student Success Coach assigned to each online student.</i>	<i>SchoolsPLP, IXL Learning, Google Classrooms</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses. In addition, we will be using IXL and/or Galileo as quarterly assessments.</i>
7-8	<i>Independent study on the computer, Zoom instruction time with the teacher and a Student Success Coach assigned to each online student.</i>	<i>SchoolsPLP, IXL Learning, Google Classrooms</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses. In addition, we will be using IXL and/or Galileo as quarterly assessments.</i>
9-12	<i>Independent study on the computer, Zoom instruction time with the teacher assigned to each online student.</i>	<i>SchoolsPLP, IXL Learning, Google Classrooms, Saxon Math</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses. In addition, we will be using IXL and/or Galileo as quarterly assessments.</i>

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

Distance Learning Plan Template 2020-2021

	<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>Independent study on the computer, Zoom instruction time with the teacher and a Student Success Coach assigned to each online student.</i>	<i>SchoolsPLP, IXL Learning, Google Classrooms</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses. In addition, we will be using IXL and/or Galileo as quarterly assessments.</i>
<i>1-3</i>	<i>Independent study on the computer, Zoom instruction time with the teacher and a Student Success Coach assigned to each online student.</i>	<i>SchoolsPLP, IXL Learning, Google Classrooms</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses. In addition, we will be using IXL and/or Galileo as quarterly assessments.</i>
<i>4-6</i>	<i>Independent study on the computer, Zoom instruction time with the teacher and a Student Success Coach assigned to each online student.</i>	<i>SchoolsPLP, IXL Learning, Google Classrooms</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses. In addition, we will be using IXL and/or Galileo as quarterly assessments.</i>
<i>7-8</i>	<i>Independent study on the computer, Zoom instruction time with the teacher and a Student Success Coach assigned to each online student.</i>	<i>SchoolsPLP, IXL Learning, Google Classrooms</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses. In addition, we will be using IXL and/or Galileo as quarterly assessments.</i>
<i>9-12</i>	<i>Independent study on the computer, Zoom instruction time with the teacher and a Student Success Coach assigned to each online student.</i>	<i>SchoolsPLP, IXL Learning, Google Classrooms</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses. In addition, we will be using IXL and/or Galileo as quarterly assessments.</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>Independent study on the computer, Zoom instruction time with the teacher and a Student Success Coach assigned to each online student.</i>	<i>SchoolsPLP</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses.</i>
<i>1-3</i>	<i>Independent study on the computer, Zoom instruction time with the teacher and a Student Success Coach assigned to each online student.</i>	<i>SchoolsPLP</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses.</i>
<i>4-6</i>	<i>Independent study on the computer, Zoom instruction time with the teacher and a Student Success Coach assigned to each online student.</i>	<i>SchoolsPLP</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses.</i>
<i>7-8</i>	<i>Independent study on the computer, Zoom instruction time with the teacher and a Student Success Coach assigned to each online student.</i>	<i>SchoolsPLP, Project Lead the Way</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses.</i>
<i>9-12</i>	<i>Independent study on the computer, Zoom instruction time with the teacher and a Student Success Coach assigned to each online student.</i>	<i>SchoolsPLP, Project Lead the Way</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses.</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>Independent study on the computer, Zoom instruction time with the teacher assigned to each online student.</i>	<i>SchoolsPLP</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses.</i>
<i>1-3</i>	<i>Independent study on the computer, Zoom instruction time with the teacher assigned to each online student.</i>	<i>SchoolsPLP</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses.</i>
<i>4-6</i>	<i>Independent study on the computer, Zoom instruction time with the teacher assigned to each online student.</i>	<i>SchoolsPLP</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses.</i>
<i>7-8</i>	<i>Independent study on the computer, Zoom instruction time with the teacher assigned to each online student.</i>	<i>SchoolsPLP</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses.</i>
<i>9-12</i>	<i>Independent study on the computer, Zoom instruction time with the teacher assigned to each online student.</i>	<i>SchoolsPLP</i>	<i>Formative assessments are embedded as part of the online courses.</i>	<i>Summative assessments are also embedded within the online courses.</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)

n/a

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
Schedule and have telephonic and online meetings with parents and staff to update IEPs	Special Education Director/SpEd Teacher	Beginning of school	e-IEP Pro student tracking
Distribute laptop/Chromebook to all students requiring one for online instruction	IT Department/SpEd Director/SpEd Teacher	Until completed	Parent Sign out Log
Phone calls to check-in with the student	Teacher/SpEd Teacher/Paraprofessional	Weekly	Student Call Log
Progress Monitoring	Teacher/SpEd Teacher/Paraprofessional	Daily	Student Progress Monitoring Report
Monthly Check-In with Parents	Teacher/SpEd Teacher/Paraprofessional	Monthly	Parent Call Log/Notes
Implementation of Speech Teletherapy sessions (Futures, LLC)	Speech Language Pathologist/SpEd Director	Weekly	SLP Attendance sheet
Virtual Small Group Instruction to provide SDI via Zoom	SpEd Teacher/Gen Ed Teacher/Para	Daily	Student Progress Monitoring Log
Implementation of Accommodations as outline in IEPs/504s	SpEd Teacher/Gen Ed Teacher/Para	Daily	Student Progress Monitoring Log
One-on-one sessions for students requiring a more individualized instruction	SpEd Teacher/Gen Ed Teacher/Para	As needed	Student Progress Monitoring Log
Professional development for teachers and paras to include Google Documents/Zoom/PLP/IEP Accommodation Implementation will be delivered virtually	Vice Principals, Director of Special Services and School Counselor	Month of August 2020 Once a month beginning in September 2020	Training certificates provided upon completion of session
ELA/Math online instruction will align with brick/mortar instruction to include accommodations/modifications to curriculum.	Teacher/SpEd Teacher/Paraprofessional	Daily	Student Progress Monitoring Report

Distance Learning Plan Template 2020-2021

Process for Implementing Action Step

Special Education Director will supervise the program and ensure that the above action steps are implemented. Our partnership with Futures, LLC., will consistently provide contracted services to our virtual and in-person students.

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
Identification of EL students	EL Coordinator/AZELLA Testing Coordinator	Beginning of school / spring	EL Students Roster Report
Purchase/assignment of additional Rosetta Stone Licenses for EL students	IT Department/EL Coordinator	Beginning of school	Parent Sign out Log
Use of Rosetta Stone software to supplement the current adopted SEI program	SEI Teacher/Parent/Student/Gen Ed Teacher	Weekly	Student Progress Monitor Report/Log
Provision of conversational English experiences between teachers/students 30 minutes per week	SEI Teacher/Gen Ed Teacher/Student/Parent	Weekly	Student Progress Monitor Report/Log
Targeted English instruction will be delivered online by EL SEI endorsed teachers	SEI Teacher	60-100 minutes of targeted EL instruction daily	Student Progress Monitor Report/Log
Professional Development for EL Teachers in English Language Development & Structured English Immersion Strategies	Curriculum Director	Monthly / as offered	PD Attendance Logs/Training Certificates/Transcripts
EL students remain in the SEI program until they reach the English “proficient” level on the AZELLA per §ARS-15-756.B, 15-756.05.A	EL Coordinator/AZELLA Testing Coordinator	Spring / when proficient	Student Progress Monitor Report/Log

Process for Implementing Action Step

See above action steps.

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	X	X
	Packet of Social and Emotional Topics	X	X	X	X	X
	Online Social Emotional videos	X	X	X	X	X
	Parent Training	X	X	X	X	X
	Other:	X	X	X	X	X

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	X
	Phone	X	X	X	X	X
	Webcast					
	Email/IM	X	X	X	X	X
	Other:	X	X	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"> Develop awareness of self; strengths and limitations; identifying/understanding emotions, and managing emotions, stress and anxiety. Develop social awareness of others' perspectives and emotions, while also appreciating diverse backgrounds and cultures to become empathetic towards others. 	<ol style="list-style-type: none"> Teachers School counselors Guest speakers University of Arizona staff 	<ol style="list-style-type: none"> Weekly Monthly 	<ol style="list-style-type: none"> PowerPoints Videos Books Schedule of PD Packets for students School counselor website resources Scheduled parent meetings

<p>3. Develop the skills to build positive relationships through communicating, negotiating conflict and supporting others.</p> <p>4. Develop the skills to make decisions for positive impacts on self and others.</p> <p>5. Implement Positive Parent Program which focuses on positive parenting practices.</p>			
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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
Teachers assigning lessons aligned to grade level standards.	Student Success Coach Teacher	Throughout the school year	Online lesson/curriculum
Students completing assigned lesson in assigned periods.	Student Success Coach Teacher	Throughout the school year	Students' completed work
Students completing online quizzes (formatives) and unit testing.	Student Success Coach Teacher	Throughout the school year	Students' completed quizzes and tests
Teachers tracking and providing additional instruction for students who do not pass/ master assigned standards when indicated by below average quizzes and benchmarks.	Student Success Coach Teacher	Throughout the school year	Teacher tracking of students in need of intervention

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)

Distance Learning Plan Template 2020-2021

	<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>	<i>IXL Learning / Galileo</i>	<i>Online</i>	<i>Once per quarter</i>
<i>1-3</i>	<i>IXL Learning / Galileo</i>	<i>Online</i>	<i>Once per quarter</i>
<i>4-6</i>	<i>IXL Learning / Galileo</i>	<i>Online</i>	<i>Once per quarter</i>
<i>7-8</i>	<i>IXL Learning / Galileo</i>	<i>Online</i>	<i>Once per quarter</i>
<i>9-12</i>	<i>IXL Learning / Galileo</i>	<i>Online and/or in-person</i>	<i>School start date for initial diagnostic, and monthly growth updates.</i>

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>
<i>Kindergarten</i>	<i>IXL Learning / Galileo</i>	<i>Online</i>	<i>Once per quarter</i>
<i>1-3</i>	<i>IXL Learning / Galileo</i>	<i>Online</i>	<i>Once per quarter</i>
<i>4-6</i>	<i>IXL Learning / Galileo</i>	<i>Online</i>	<i>Once per quarter</i>
<i>7-8</i>	<i>IXL Learning / Galileo</i>	<i>Online</i>	<i>Once per quarter</i>
<i>9-12</i>	<i>IXL Learning / Galileo</i>	<i>Online and/or in-person</i>	<i>School start date for initial diagnostic, and monthly growth updates.</i>

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

n/a

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.

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