

# 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 <u>Edgenuity</u>, 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

Charter Holder Name	Florence Crittenton Services of Arizona	Charter Holder Entity ID	4300
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Dawn Woods, Interim Superintendent		
Representative Telephone Number	602-288-4518		
Representative E-Mail Address	<a href="mailto:dwoods@glaaz.org">dwoods@glaaz.org</a>		

## 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
Girls Leadership Academy of Arizona	5466	078608001

## 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.*

*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.*

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*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?	181
How many instructional days did the charter school operate for School Year 2019-2020?	181

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

Estimated Enrollment for FY 2021	120	Start Date for Distance Learning	08/03/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	40	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	120
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 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:		
Beginning on August 3, 2020, all students will participate in distance learning. Beginning on September 8, 2020, students will transition to a hybrid model which includes distance learning with students learning in the classroom on some days, and from home on other days. For example, half of the students attend Mon/Thur (following our regular bell schedule) and half of the students will attend on Tues/Fri (following our regular bell schedule), all students will distance learn on Wed. Additionally, the options to attend brick and mortar school each day or distance learn each day will be provided to students.			

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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
1. Attendance will be taken live for each class period in person and virtually	1. Classroom teacher	1. Each day and each period	1. Attendance record in Powerschool
2. Attendance submission will be monitored each class period	2. Parent Coordinator	2. Each day and each period	2. Attendance record in Powerschool
3. Daily assignments completed and submitted by students	3. Classroom Teacher	3. Weekly	3. Record of Assignment Submissions
		4. Weekly	

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<p>4. A parent attestation of documentation of time spent on classroom activity</p> <p>5. Attendance will be verified by Monday end of business for the previous week. If students have met any of the criteria above they will be marked present.</p>	<p>4. Parent Coordinator and front office staff</p> <p>5. Classroom Teacher in conjunction with Parent Coordinator</p>	<p>5. Weekly</p>	<p>4. Attendance record in Powerschool and communication log</p> <p>5. Attendance record in Powerschool and communication log</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>1. All students will receive a school email address.</p> <p>2. All students will receive messages through management systems.</p> <p>3. All students will receive email messages from classroom teachers</p>	<p>1. Computer Support and Registrar</p> <p>2. Parent Coordinator, Registrar, Chief Academic Officer</p> <p>3. Classroom Teacher</p>	<p>1. Created and distributed prior to AUG 3 2020 or as each student enrolls.</p> <p>2. Once a week (Minimum)</p> <p>3. Weekly (Minimum)</p>	<p>1. Email Address and communication to student of the email address</p> <p>2. Automated Blackboard Messages (Text, Email, Phone) and Powerschool Messages</p> <p>3. Records of emails sent (Gmail)</p>

## 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>1. A set schedule will be developed for all staff members</p> <p>2. Classroom Teachers will interact with each assigned class</p> <p>3. Curriculum Maps and Pacing Guides developed for all courses</p>	<p>1. Chief Academic Officer</p> <p>2. Classroom Teachers</p> <p>3. Classroom Teachers</p>	<p>1. Prior to July 28 and change as needed in response to COVID-19 circumstances</p> <p>2. Each class period, Daily</p> <p>3. Prior to August 3, 2020 and revise as necessary</p>	<p>1. The schedule for all staff members, bell schedule, master schedule, school calendar</p> <p>2. Administrator walk-throughs, lesson plans, attendance records, assignment records</p> <p>3. Curriculum Maps, Pacing Guides, Digital Copies on P-drive.</p> <p>4. Sign off sheet of understanding and compliance</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
1. Review district policies regarding working remotely	1. Florence Crittenton Services of Arizona Human Resources Office	1. By July 28, 2020 and as new employees are hired	1. Policies (Shared through Email) and sign off sheets of understanding and compliance
2. Schedule staff meetings	2. Chief Academic Office	2. Weekly, Wednesday @ 2:15PM	2. Agendas, Minutes and attendance verification
3. District office updates provided	3. District Personnel	3. Bi-Weekly (Minimum)	3. Email notifications

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Professional Development Calendar will be created with stake-holder input	1. Chief Academic Officer, Student Services Specialist, All staff	1. August 3 <sup>rd</sup> and updated regularly in response to staff needs	1. Professional Development Calendar
2. Classroom teachers and staff will seek out PD	2. Classroom teacher and staff	2. Minimum of 1 scheduled that directly supports goals	2. Certificates, Documentation of PD attendance, Exit Surveys
3. School-wide trainings provided	3. Chief Academic Officer, Student services specialist, Director of Assessment, Special Education Teacher, etc.	3. Monthly (Minimum)	3. PD calendar, PD Attendance Log

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

1. Distance learning strategies and tools including but not limited to - Carnegie Math Solutions, Read180, Newsela, Swivel and google classroom apps
2. Departmental and AVID PLC's twice monthly to discuss Student Needs, Achievement Data, Summative and Formative Data, Socio/emotional student needs, Instructional Strategies and other pertinent
3. Anticipated Scheduled PD Calendar:
  - July 2020 -Suicide Prevention (QPI) - Introductory Video on Trauma Informed Teaching
  - August - Trauma Informed Schools - Sexual Harassment: Policy and Prevention
  - September - Discrimination: Avoiding Discriminatory Practices - Drug Free Work Place

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- October - Sexual Harassment
- November and December to be determined based on needs



**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	x		
Personal Contact and Discussion	x	x	x
Needs Assessment-Available data			
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	x	x	x
WIFI HotSpot	x	x	x
Supplemental Utility Support (Internet)			
Other:			
<b>When will stakeholders have access to IT Support Availability?</b>			
Traditional School Hours	x	x	x
Extended Weekday Hours			
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.

<b><i>Instructional Methods, Content Delivery, and Monitoring Student Learning (Content Area: ELA)</i></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>
<b><i>ELA 9</i></b>	<ol style="list-style-type: none"> <li><i>Live/Recorded Class sessions via Google Meet</i></li> <li><i>Discussion posts via Google Classroom Independent Study</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Google Classroom</i></li> <li><i>Edulastic</i></li> <li><i>Newsela</i></li> <li><i>Reading Material</i></li> <li><i>Take-Home Workbooks</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Verbal and Written performance based assessments</i></li> <li><i>Q/A</i></li> <li><i>Discussion questions</i></li> <li><i>Exit surveys</i></li> <li><i>Vocabulary comprehension</i></li> <li><i>Ability to analyze and identify themes and symbols used in literature/reading material</i></li> <li><i>Edulastic Quiz/Test</i></li> <li><i>Newsela Assignments</i></li> </ol>	<ol style="list-style-type: none"> <li><i>End of Unit Online Tests</i></li> <li><i>Cumulative Assessment</i></li> </ol>
<b><i>ELA 10</i></b>	<ol style="list-style-type: none"> <li><i>Live virtual sessions with attendance taken that are recorded for those who are absent</i></li> <li><i>Supplemented with videos, discussion boards, interactive media, presentations, and other online assignments/ assessments.</i></li> </ol>	<ol style="list-style-type: none"> <li><i>GSuite: Google classroom, google meets, google docs/ forms/ slides, etc.</i></li> <li><i>iWitness</i></li> <li><i>Newsela</i></li> <li><i>TedEd</i></li> <li><i>Edulastic</i></li> <li><i>Reading Inventory</i></li> <li><i>Kahoot</i></li> <li><i>Khan Academy</i></li> <li><i>Quill</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Minimum 2 written assignments a week along with various online worksheets/ discussions.</i></li> <li><i>During virtual live sessions there will be checks for understanding, cold-calling on students along with asking for volunteers.</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Weekly quizzes administered through Edulastic or Google forms</i></li> <li><i>Unit tests at the end of each novel/ unit</i></li> <li><i>Use of Edulastic for benchmarks/ mastery</i></li> <li><i>AZM2 practice tests for standards mastery.</i></li> </ol>

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<b>ELA 11</b>	<ol style="list-style-type: none"> <li>1. Live virtual sessions with attendance taken that are recorded for those who are absent</li> <li>2. Supplemented with videos, discussion boards, interactive media, presentations, and other online assignments/ assessments.</li> </ol>	<ol style="list-style-type: none"> <li>1. GSuite: Google classroom, google meets, google docs/ forms/ slides, etc.</li> <li>2. iWitness</li> <li>3. Newsela</li> <li>4. TedEd</li> <li>5. Edulastic</li> <li>6. Reading Inventory</li> <li>7. Kahoot</li> <li>8. Khan Academy</li> <li>9. Quill</li> </ol>	<ol style="list-style-type: none"> <li>1. Minimum 2 written assignments a week along with various online worksheets/ discussions.</li> <li>2. During virtual live sessions there will be checks for understanding, cold-calling on students along with asking for volunteers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Weekly quizzes administered through Edulastic or Google forms</li> <li>2. Unit tests at the end of each novel/ unit</li> <li>3. Use of Edulastic for benchmarks/ mastery</li> </ol>
<b>ELA 12</b>	<ol style="list-style-type: none"> <li>1. Live and recorded Google Meets Sessions, posted on Google Classroom</li> <li>2. Daily lesson plans displayed on Google Slides and accessed through Google Classroom</li> </ol>	<p>Various Content from:</p> <ol style="list-style-type: none"> <li>1. Edulastic</li> <li>2. Newsela</li> <li>3. Quill</li> <li>4. Writeable</li> <li>5. Membean Latin Stem</li> </ol>	<ol style="list-style-type: none"> <li>1. Edulastic formative quizzes</li> <li>2. Newsela annotation, quizzes and writing samples</li> <li>3. Quill practices</li> <li>4. Latin Stem pop quizzes</li> <li>5. Journals of notes, writing, and reflections</li> </ol>	<ol style="list-style-type: none"> <li>1. Edulastic summative</li> <li>2. Assessments every two weeks</li> <li>3. Newsela quizzes and writing samples every month</li> <li>4. Quill diagnostics pre and post tests</li> <li>5. Unit summative assessments each chapter, act or section of the text assigned</li> <li>6. Latin Stem pre and post tests</li> <li>7. Reading Inventory for Lexile pre and post tests</li> </ol>

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

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*Distribution of iPad, necessary school supplies and material*  
*Providing hot-spots when needed*  
*Take-home packets when needed*

<b><i>Instructional Methods, Content Delivery, and Monitoring Student Learning (Content Area: Math)</i></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>

<p><b>Algebra I</b></p>	<ol style="list-style-type: none"> <li>1. Independent Study</li> <li>2. Direct instruction via live Google Meets/Recordings</li> <li>3. Investigative learning via a menu of options</li> <li>4. Indirect Instruction Via live Google Meets or Recordings</li> </ol>	<ol style="list-style-type: none"> <li>1. Carnegie Math Solutions Blended with Mathia</li> <li>2. Edulastic</li> <li>3. Newsela</li> </ol>	<p>Frequency: When students work with a practice or big idea or afterwards or after the teacher led reflective discussions.</p> <ol style="list-style-type: none"> <li>1. What are student's thoughts/ideas? <ul style="list-style-type: none"> <li>• 5E Notebooks</li> <li>• Constructed Responses</li> <li>• Explain the Evidence</li> <li>• Multiple Choice w/ Justification</li> <li>• Predict Observe Explain</li> <li>• Construct Models</li> <li>• Whole Class Discussion</li> <li>• Small Group Discussion</li> <li>• Structured Think Pair Share</li> <li>• Concept Maps</li> <li>• Think It-Ink It-Speak it</li> <li>• Probing Questions</li> <li>• Talk Moves</li> <li>• White boarding</li> <li>• Summaries/Paraphrases</li> <li>• Gallery Walk</li> <li>• Peer questioning</li> </ul> </li> <li>2. What's the substance of student thinking/ideas (Analyze Student Ideas)? <ul style="list-style-type: none"> <li>• 5E Notebooks</li> <li>• Probing Questions</li> <li>• Talk Moves <ul style="list-style-type: none"> <li>-Why did you choose that Idea/Answer?</li> <li>-Justify your (correct) idea</li> </ul> </li> <li>• Gallery Walk</li> <li>• Peer Questioning</li> <li>• Interpret Student Thinking/Ideas <ul style="list-style-type: none"> <li>-How do you know?</li> </ul> </li> </ul> </li> </ol>	<p>Frequency: After Each Unit</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>
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			<p>3. <i>Guide/Support Student Learning</i></p> <ul style="list-style-type: none"><li>• <i>5E Notebooks</i></li><li>• <i>Questioning</i></li><li>• <i>Follow-up</i></li><li>• <i>Redirect student ideas</i></li><li>• <i>Feedback</i></li></ul>	
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<b>Geometry</b>	<ol style="list-style-type: none"> <li>1. Carnegie Math Solutions – Blended with Mathia,</li> <li>2. Discovery-based instruction</li> <li>3. Direct Instruction,</li> <li>4. Power points / Slides,</li> <li>5. Virtual Instruction (Google Meets, Mathia, College Board, Khan Academy)</li> </ol>	<ol style="list-style-type: none"> <li>1. Carnegie Learning Geometry</li> </ol>	<ol style="list-style-type: none"> <li>1. Cyber white boarding</li> <li>2. Exit Ticket</li> <li>3. Math Chat</li> <li>4. Math Journals/Notebooks</li> <li>5. Questioning</li> <li>6. Mathia work</li> <li>7. Bell Work</li> </ol> <p>*Each is used at least once per week.</p>	<ol style="list-style-type: none"> <li>1. Edulastic</li> <li>2. Standards-based teacher-created assessments- <math>\geq 1</math> per lesson at least every 5-10 days.</li> <li>3. Use of rubric based-projects.</li> </ol>
<b>Algebra II</b>	<ol style="list-style-type: none"> <li>1. Virtual and direct instruction through: Google Meet, Google Classroom, Google Hangouts</li> <li>2. Edulastic for testing</li> <li>3. MathIA program for individualized learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Carnegie Learning Curriculum</li> <li>2. Mathia software from Carnegie learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Every topic has pre/post testing (generally every 2 weeks) on Edulastic that come from Carnegie Curriculum</li> <li>2. Workbook grading after every topic</li> <li>3. Questioning and Reflections during lessons</li> </ol>	<ol style="list-style-type: none"> <li>1. Edulastic for testing every 2 weeks</li> <li>2. Growth monitoring from the formative testing comes over time for the summative grade</li> </ol>
<b>Pre-Calculus</b>	<ol style="list-style-type: none"> <li>1. Discovery-based instruction</li> <li>2. Direct Instruction</li> <li>3. Power points / Slides, Virtual Instruction (Google Meets, Mathia, College Board, Khan Academy)</li> </ol>	<ol style="list-style-type: none"> <li>1. Kuta Infinite</li> <li>2. Pre-calculus</li> </ol>	<ol style="list-style-type: none"> <li>1. Cyber white boarding</li> <li>2. Exit Ticket</li> <li>3. Math Chat</li> <li>4. Math Journals/Notebooks,</li> <li>5. Questioning</li> </ol>	<ol style="list-style-type: none"> <li>1. Pre-Calculus: Kuta and teacher-created exams once every 10 days</li> </ol>

**Instructional Methods, Content Delivery, and Monitoring Student Learning (Content Area: Science)**

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	<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>
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<b>Earth Science</b>	<ol style="list-style-type: none"> <li>1. <i>Independent Study</i></li> <li>2. <i>Direct Instruction</i></li> <li>3. <i>Live Google Meets</i></li> <li>4. <i>Recordings</i></li> <li>5. <i>Investigative learning via a menu of options</i></li> <li>6. <i>Indirect Instruction Via live</i></li> <li>7. <i>Google Meets or Recordings</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Inspire Science Online</i></li> <li>2. <i>and/or</i></li> <li>3. <i>EduLastic</i></li> <li>4. <i>Newsela</i></li> </ol>	<p><i>Frequency:</i>  <i>When students work with a practice or big idea or afterwards or after the teacher led reflective discussions.</i></p> <ol style="list-style-type: none"> <li>4. <i>What are student's thoughts/ideas?</i> <ul style="list-style-type: none"> <li>• <i>5E Notebooks</i></li> <li>• <i>Constructed Responses</i></li> <li>• <i>Explain the Evidence</i></li> <li>• <i>Multiple Choice w/ Justification</i></li> <li>• <i>Predict Observe Explain</i></li> <li>• <i>Construct Models</i></li> <li>• <i>Whole Class Discussion</i></li> <li>• <i>Small Group Discussion</i></li> <li>• <i>Structured Think Pair Share</i></li> <li>• <i>Concept Maps</i></li> <li>• <i>Think It-Ink It-Speak it</i></li> <li>• <i>Probing Questions</i></li> <li>• <i>Talk Moves</i></li> <li>• <i>White boarding</i></li> <li>• <i>Summaries/Paraphrases</i></li> <li>• <i>Gallery Walk</i></li> <li>• <i>Peer questioning</i></li> </ul> </li> <li>5. <i>What's the substance of student thinking/ideas (Analyze Student Ideas)?</i> <ul style="list-style-type: none"> <li>• <i>5E Notebooks</i></li> <li>• <i>Probing Questions</i></li> <li>• <i>Talk Moves</i> <ul style="list-style-type: none"> <li>-<i>Why did you choose that Idea/Answer?</i></li> <li>-<i>Justify your (correct) idea</i></li> </ul> </li> <li>• <i>Gallery Walk</i></li> <li>• <i>Peer Questioning</i></li> <li>• <i>Interpret Student Thinking/Ideas</i> <ul style="list-style-type: none"> <li>-<i>How do you know?</i></li> </ul> </li> </ul> </li> <li>6. <i>Guide/Support Student Learning</i> <ul style="list-style-type: none"> <li>• <i>5E Notebooks</i></li> <li>• <i>Questioning</i></li> <li>• <i>Follow-up</i></li> <li>• <i>Redirect student ideas</i></li> </ul> </li> </ol>	<p><i>Frequency: After Each Unit</i></p> <ol style="list-style-type: none"> <li>1. <i>Engage in Argument from Evidence</i></li> <li>2. <i>Construct/use a Model</i></li> <li>3. <i>Construct/Evaluate Explanations</i></li> <li>4. <i>Ask Questions</i></li> <li>5. <i>Obtain, Evaluate and Communicate Information</i></li> </ol>
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- *Feedback*

<p><b>Biology</b></p>	<ol style="list-style-type: none"> <li>1. <i>Independent Study</i></li> <li>2. <i>Direct instruction</i></li> <li>3. <i>Live Google Meets</i></li> <li>4. <i>Recordings</i></li> <li>5. <i>Investigative learning via a menu of options</i></li> <li>6. <i>Indirect Instruction Via live Google Meets or Recordings</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Biology Curriculum</i></li> <li>2. <i>Inspire Science Online and/or</i></li> <li>3. <i>EduLastic</i></li> <li>4. <i>Newsela</i></li> </ol>	<p><i>Frequency:</i> <i>When students work with a practice or big idea or afterwards or after the teacher led reflective discussions.</i></p> <ol style="list-style-type: none"> <li>1. <i>What are student's thoughts/ideas?</i> <ul style="list-style-type: none"> <li>• <i>5E Notebooks</i></li> <li>• <i>Constructed Responses</i></li> <li>• <i>Explain the Evidence</i></li> <li>• <i>Multiple Choice w/ Justification</i></li> <li>• <i>Predict Observe Explain</i></li> <li>• <i>Construct Models</i></li> <li>• <i>Whole Class Discussion</i></li> <li>• <i>Small Group Discussion</i></li> <li>• <i>Structured Think Pair Share</i></li> <li>• <i>Concept Maps</i></li> <li>• <i>Think It-Ink It-Speak it</i></li> <li>• <i>Probing Questions</i></li> <li>• <i>Talk Moves</i></li> <li>• <i>White boarding</i></li> <li>• <i>Summaries/Paraphrases</i></li> <li>• <i>Gallery Walk</i></li> <li>• <i>Peer questioning</i></li> </ul> </li> <li>2. <i>What's the substance of student thinking/ideas (Analyze Student Ideas)?</i> <ul style="list-style-type: none"> <li>• <i>5E Notebooks</i></li> <li>• <i>Probing Questions</i></li> <li>• <i>Talk Moves</i></li> <li>• <i>Why did you choose that Idea/Answer?</i></li> <li>• <i>Justify your (correct)idea</i></li> <li>• <i>Gallery Walk</i></li> <li>• <i>Peer Questioning</i></li> </ul> </li> <li>3. <i>Interpret Student Thinking/Ideas</i> <ul style="list-style-type: none"> <li>• <i>5E Notebooks</i></li> <li>• <i>Talk Moves</i></li> <li>• <i>How do you know?</i></li> </ul> </li> <li>4. <i>Guide/Support Student Learning</i> <ul style="list-style-type: none"> <li>• <i>5E Notebooks</i></li> <li>• <i>Questioning</i></li> <li>• <i>Follow-up</i></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Engage in Argument from</i></li> <li>2. <i>Evidence</i></li> <li>3. <i>Construct a Model</i></li> <li>4. <i>Evaluate Explanations</i></li> <li>5. <i>Obtain information Evaluate and communicate</i></li> </ol>
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## Distance Learning Plan Template 2020-2021

- *Redirect*
- *Student ideas*
- *Feedback*

<b>Chemistry</b>	<ol style="list-style-type: none"> <li>1. Independent Study</li> <li>2. Direct instruction via live Google</li> <li>3. Meets/Recordings</li> <li>4. Investigative learning via a menu of options</li> <li>5. Indirect Instruction Via live Google Meets or Recordings</li> </ol>	<ol style="list-style-type: none"> <li>1. Inspire Science Online Chemistry</li> <li>2. and/or</li> <li>3. Edulastic</li> <li>4. Newsela</li> </ol>	<p>Frequency: When students work with a practice or big idea or afterwards or after the teacher led reflective discussions.</p> <ol style="list-style-type: none"> <li>7. What are student's thoughts/ideas? <ul style="list-style-type: none"> <li>• 5E Notebooks</li> <li>• Constructed Responses</li> <li>• Explain the Evidence</li> <li>• Multiple Choice w/ Justification</li> <li>• Predict Observe Explain</li> <li>• Construct Models</li> <li>• Whole Class Discussion</li> <li>• Small Group Discussion</li> <li>• Structured Think Pair Share</li> <li>• Concept Maps</li> <li>• Think It-Ink It-Speak it</li> <li>• Probing Questions</li> <li>• Talk Moves</li> <li>• White boarding</li> <li>• Summaries/Paraphrases</li> <li>• Gallery Walk</li> <li>• Peer questioning</li> </ul> </li> <li>8. What's the substance of student thinking/ideas (Analyze Student Ideas)? <ul style="list-style-type: none"> <li>• 5E Notebooks</li> <li>• Probing Questions</li> <li>• Talk Moves <ul style="list-style-type: none"> <li>-Why did you choose that Idea/Answer?</li> <li>-Justify your (correct) idea</li> </ul> </li> <li>• Gallery Walk</li> <li>• Peer Questioning</li> <li>• Interpret Student Thinking/Ideas <ul style="list-style-type: none"> <li>-How do you know?</li> </ul> </li> </ul> </li> <li>9. Guide/Support Student Learning <ul style="list-style-type: none"> <li>• 5E Notebooks</li> <li>• Questioning</li> <li>• Follow-up</li> <li>• Redirect student ideas</li> </ul> </li> </ol>	<p>Frequency: After Each Unit</p> <ol style="list-style-type: none"> <li>1. Engage in Argument from Evidence</li> <li>2. Construct/use a Model</li> <li>3. Construct/Evaluate Explanations</li> <li>4. Ask Questions</li> <li>5. Obtain, Evaluate and communicate Information</li> </ol>
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- *Feedback*

<p><b>Physics</b></p>	<ol style="list-style-type: none"> <li>1. Independent Study</li> <li>2. Direct instruction via live Google Meets/Recordings</li> <li>3. Investigative learning via a menu of options</li> <li>4. Indirect Instruction Via live Google Meets/Recordings</li> </ol>	<ol style="list-style-type: none"> <li>1. Inspire Science Online Physics and/or</li> <li>2. Edulastic</li> <li>3. Newsela</li> </ol>	<p>Frequency: When students work with a practice or big idea or afterwards or after the teacher led reflective discussions.</p> <ol style="list-style-type: none"> <li>1. What are student's thoughts/ideas? <ul style="list-style-type: none"> <li>• 5E Notebooks</li> <li>• Constructed Responses</li> <li>• Explain the Evidence</li> <li>• Multiple Choice w/ Justification</li> <li>• Predict Observe Explain</li> <li>• Construct Models</li> <li>• Whole Class Discussion</li> <li>• Small Group Discussion</li> <li>• Structured Think Pair Share</li> <li>• Concept Maps</li> <li>• Think It-Ink It-Speak it</li> <li>• Probing Questions</li> <li>• Talk Moves</li> <li>• White boarding</li> <li>• Summaries/Paraphrases</li> <li>• Gallery Walk</li> <li>• Peer questioning</li> </ul> </li> <li>2. What's the substance of student thinking/ideas (Analyze Student Ideas)? <ul style="list-style-type: none"> <li>• 5E Notebooks</li> <li>• Probing Questions</li> <li>• Talk Moves <ul style="list-style-type: none"> <li>-Why did you choose that Idea/Answer?</li> <li>-Justify your (correct) idea</li> </ul> </li> <li>• Gallery Walk</li> <li>• Peer Questioning</li> </ul> </li> <li>3. Interpret Student Thinking/Ideas <ul style="list-style-type: none"> <li>• 5E Notebooks</li> <li>• Talk Moves <ul style="list-style-type: none"> <li>-How do you know?</li> </ul> </li> </ul> </li> <li>4. Guide/Support Student Learning <ul style="list-style-type: none"> <li>• 5E Notebooks</li> <li>• Questioning <ul style="list-style-type: none"> <li>-Follow-up</li> </ul> </li> </ul> </li> </ol>	<p>Frequency: After Each Unit</p> <ol style="list-style-type: none"> <li>1. Engage in Argument from Evidence</li> <li>2. Construct/use a Model</li> <li>3. Construct/Evaluate Explanations</li> <li>4. Ask Questions</li> <li>5. Obtain, Evaluate and communicate Information</li> </ol>
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Distance Learning Plan Template 2020-2021

			<ul style="list-style-type: none"><li>-Redirect student ideas</li><li>• Feedback</li></ul>	
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<b><i>Instructional Methods, Content Delivery, and Monitoring Student Learning (Content Area: Social Studies )</i></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>
<b><i>US History</i></b>	<ol style="list-style-type: none"> <li><i>Direct Instruction Via Google Meets</i></li> <li><i>Independent Study</i></li> <li><i>Indirect Instruction Via</i></li> <li><i>Google Meetup</i></li> <li><i>Recordings Google Classroom</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Prentice Hall United States History</i></li> <li><i>Google Classroom</i></li> <li><i>Google Meet</i></li> <li><i>Edulastic</i></li> </ol>	<ol style="list-style-type: none"> <li><i>When students have completed a Unit or after a Whole Group Class Discussion.</i></li> <li><i>Small Group Discussions</i></li> <li><i>Whole Class Discussions</i></li> <li><i>Knowledge Maps</i></li> <li><i>Timelines</i></li> <li><i>Cause and Effect</i></li> <li><i>Vocabulary</i></li> <li><i>Student Reflection</i></li> <li><i>Examine Primary Sources</i></li> <li><i>Read and React</i></li> <li><i>Online Jigsaw</i></li> <li>-</li> </ol>	<ol style="list-style-type: none"> <li><i>Rubrics for Presentations,</i></li> <li><i>Small group projects</i></li> <li><i>Short answers</i></li> <li><i>Essays</i></li> <li><i>Multiple choice</i></li> <li><i>Knowledge maps</i></li> <li><i>Examination of primary sources.</i></li> </ol>

# Distance Learning Plan Template 2020-2021

<b>World History</b>	<ol style="list-style-type: none"> <li>1. Direct Instruction via Google meets</li> <li>2. Inquiry-based learning</li> <li>3. Student- Led learning</li> <li>4. Flipped Classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. Google Classroom</li> <li>2. Google Meets</li> <li>3. ICivics</li> <li>4. Upfront Magazine</li> <li>5. NY Times</li> <li>6. Newsela</li> </ol>	<ol style="list-style-type: none"> <li>1. Observations of discussion</li> <li>2. Written questions</li> <li>3. Multiple choice questions</li> <li>4. Think-Pair-Share</li> <li>5. Graphic Organizers</li> <li>6. Journal Response Log</li> <li>7. Checklists</li> </ol>	<ol style="list-style-type: none"> <li>1. Rubrics</li> <li>2. Written tests</li> <li>3. Projects</li> <li>4. Exams</li> <li>5. Presentations</li> </ol>
<b>Civics</b>	<ol style="list-style-type: none"> <li>1. Direct Instruction via Google meets</li> <li>2. Inquiry-based learning</li> <li>3. Student- Led learning</li> <li>4. Flipped Classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. Google Classroom</li> <li>2. Google Meets</li> <li>3. ICivics</li> <li>4. Upfront Magazine</li> <li>5. NY Times</li> <li>6. Newsela</li> </ol>	<ol style="list-style-type: none"> <li>1. Observations of discussion</li> <li>2. Written questions</li> <li>3. Multiple choice questions</li> <li>4. Think-Pair-Share</li> <li>5. Graphic Organizers</li> <li>6. Journal Response Log</li> <li>7. Checklists</li> </ol>	<ol style="list-style-type: none"> <li>1. Rubrics</li> <li>2. Written tests</li> <li>3. Projects</li> <li>4. Exams</li> <li>5. Presentations</li> </ol>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas - AVID and Electives)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
<b>AVID 9-12</b>	<ol style="list-style-type: none"> <li>1. Blended Learning (in person and online)</li> <li>2. Direct Instruction (video stream or recorded)</li> <li>3. Student- Led Learning</li> <li>4. Indirect Instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. MyAvid</li> <li>2. Newsela</li> <li>3. Upfront</li> <li>4. Google Classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. Quick-writes</li> <li>2. Quizzes</li> <li>3. Video/ recording response</li> <li>4. Observation of classroom/online discussion</li> <li>5. Graphic Organizers</li> </ol>	<ol style="list-style-type: none"> <li>1. Exams</li> <li>2. Projects</li> <li>3. ECAP completion</li> <li>4. Presentations</li> </ol>

Distance Learning Plan Template 2020-2021

<b>Test Prep</b>	<ol style="list-style-type: none"> <li>1. Discovery-based instruction,</li> <li>2. Direct Instruction,</li> <li>3. Virtual Instruction Google Meets</li> </ol>	<ol style="list-style-type: none"> <li>1. Collegeboard.com and Khan Academy accompanying textbooks,</li> <li>2. College Board,</li> <li>3. McGraw-Hill</li> <li>4. SAT</li> <li>5. Kaplan ACT</li> </ol>	<ol style="list-style-type: none"> <li>1. Cyber white boarding,</li> <li>2. Exit Ticket</li> <li>3. Math Chat</li> <li>4. Math Journals/Notebooks,</li> <li>5. Questioning</li> </ol>	<ol style="list-style-type: none"> <li>1. College Test Prep: One major SAT/ACT assessment per quarter from CollegeBoard/Khan Academy Website (block semester)</li> </ol>
<b>SPA 101</b> <b>SPA 102</b> <b>11-12</b>  <b>Concurrent College Class with Phoenix College</b>	<ol style="list-style-type: none"> <li>1. Direct Instruction via Google Meets</li> <li>2. Independent learning via Canvas</li> </ol>	<ol style="list-style-type: none"> <li>1. Content is provided by Instructor in Canvas and Google Classroom</li> <li>2. OER (Open Educational Resources)</li> </ol>	<ol style="list-style-type: none"> <li>1. Informal prompt based conversation &amp; writing.</li> <li>2. Vocabulary exercises</li> <li>3. Whole class discussions</li> <li>4. Grammar written exercises</li> <li>5. Mini white boards</li> <li>6. Virtual comprehension quick nod/thumbs up</li> <li>7. Pair work</li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary and/or Grammar Quizzes</li> <li>2. Compositions/Essays</li> <li>3. Online Exams to include multiple choice, fill in the blank, etc.</li> <li>4. Oral Exams</li> <li>5. Rubrics used for Oral &amp; Written assessment</li> </ol>
<b>Creative Writing</b>	<ol style="list-style-type: none"> <li>1. Direct Instruction Via Google Meets</li> <li>2. Independent Study</li> <li>3. Indirect Instruction Via Google Meetup</li> <li>4. Recordings</li> <li>5. Google Classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. Google Classroom</li> <li>2. Google Meet</li> <li>3. Edulastic</li> </ol>	<ol style="list-style-type: none"> <li>1. When students have completed a Unit or after a Whole Group Class Discussion</li> <li>2. Small Group Discussions</li> <li>3. Whole Class Discussions</li> <li>4. Knowledge Maps</li> <li>5. Timelines</li> <li>6. Cause and Effect</li> <li>7. Vocabulary</li> <li>8. Student Reflection</li> <li>9. Examine Primary Sources</li> <li>10. Read and React</li> <li>11. Online JigSaw</li> </ol>	<ol style="list-style-type: none"> <li>1. Rubrics for Presentations</li> <li>2. Small group projects,</li> <li>3. Short answers</li> <li>4. Essays</li> <li>5. Multiple choice</li> <li>6. Knowledge maps</li> <li>7. Examination of primary sources</li> </ol>
<b>Art</b>	<ol style="list-style-type: none"> <li>1. Live/Recorded Class sessions via GoogleMeet</li> <li>2. Discussion posts vis Google Classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. Google Classroom</li> <li>2. Online Virtual Museum Tours</li> <li>3. Textbook: Art History Volume 1 by Marilyn Stockstad (5<sup>th</sup> Ed.)</li> </ol>	<ol style="list-style-type: none"> <li>1. Sketchbook Visual Checks</li> <li>2. Either live or photo entries</li> <li>3. Art History Writing Responses/Oral or Online Discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Online Critique</li> <li>2. Either live or Post/Discussion Class Interaction</li> </ol>

Distance Learning Plan Template 2020-2021

			4. <i>Art Appreciation Writing Responses/Oral or Online Discussion</i>	
<b>Computer Science</b>	1. <i>Code.org</i> 2. <i>Google Meet</i> 3. <i>Google Classroom</i>	4. <i>Microsoft's Code.org Program</i>	1. <i>Unit quizzes of each unit in Code.org (every ~5 weeks)</i> 2. <i>Code.org module participation (every day)</i> 3. <i>Pre/Post Testing (first and last week)</i>	1. <i>Baseline testing first week of school</i> 2. <i>Posttest last week of school</i>
<b>Publication and Production</b>	1. <i>Live and recorded instruction via Google Meets and posted onto Google Classroom</i>	1. <i>EduBlog.org</i> 2. <i>SchoolJournalism.org</i> 3. <i>Photography online lessons</i> 4. <i>Picaboo yearbook software</i>	1. <i>Photography and reflection posts on Edublogs.</i> 2. <i>Newsletter writing</i> 3. <i>Posts of photography</i> 4. <i>Graphic art work on Picaboo software</i>	1. <i>Summative Edublog posts</i> 2. <i>Summative newsletter writing</i> 3. <i>Summative photography assignments</i> 4. <i>Summative yearbook page checks on Picaboo</i>
<b>Health</b>	1. <i>Independent Study</i> 2. <i>Direct instruction</i> 3. <i>Live Google Meets</i> 4. <i>Recordings</i> 5. <i>Investigative learning via a menu of options</i> 6. <i>Indirect Instruction Via live</i> 7. <i>Google Meets/Recordings</i>	1. <i>Online</i> 2. <i>EduLastic</i> 3. <i>Newsela</i>	<b>Frequency: when students work with a practice or big idea or afterwards or after the teacher led reflective discussions.</b> 1. <i>What are student's thoughts/ideas?</i> <ul style="list-style-type: none"> <li>• <i>Constructed Responses</i></li> <li>• <i>Explain the Evidence</i></li> <li>• <i>Multiple Choice w/ Justification</i></li> <li>• <i>Predict Observe Explain</i></li> <li>• <i>Construct Models</i></li> <li>• <i>Whole Class Discussion</i></li> <li>• <i>Small Group Discussion</i></li> <li>• <i>Structured Think Pair Share</i></li> <li>• <i>Concept Maps</i></li> <li>• <i>Think It-Ink It-Speak it</i></li> </ul>	1. <i>Construct a Model</i> 2. <i>Evaluate Explanations</i> 3. <i>Obtain information Evaluate and communicate</i>

			<ul style="list-style-type: none"> <li>• <i>Probing Questions</i></li> <li>• <i>Talk Moves</i></li> <li>• <i>White boarding</i></li> <li>• <i>Summaries/Paraphrases</i></li> <li>• <i>Gallery Walk</i></li> <li>• <i>Peer questioning</i></li> </ul> <p>2. <i>What's the substance of student thinking/ideas (Analyze Student Ideas)?</i></p> <ul style="list-style-type: none"> <li>• <i>Probing Questions</i></li> <li>• <i>Talk Moves</i></li> <li>• <i>Why did you choose that Idea/Answer?</i></li> <li>• <i>Justify your (correct)idea</i></li> <li>• <i>Gallery Walk</i></li> <li>• <i>Peer Questioning</i></li> </ul> <p>3. <i>Interpret Student Thinking/Ideas</i></p> <ul style="list-style-type: none"> <li>• <i>Talk Moves</i></li> <li>• <i>How do you know?</i></li> </ul> <p>4. <i>Guide/Support Student Learning</i></p> <ul style="list-style-type: none"> <li>• <i>Questioning</i></li> <li>• <i>Follow-up</i></li> <li>• <i>Redirect</i></li> <li>• <i>Student ideas</i></li> <li>• <i>Feedback</i></li> </ul>	
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Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

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### 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.*

## Distance Learning Plan Template 2020-2021

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

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
<i>Virtual staffing with teachers on Special Education Students</i>	<i>Special Education Teacher</i>	<i>1x a week</i>	<i>Calendar/attendance/meeting notes</i>
<i>Direct instruction with students via Google Meet</i>	<i>Special Education Teacher Instructional Aide</i>	<i>1x - 5x per week,</i>	<i>Attendance/ Data tracking for IEP goals/IEP progress reports.</i>

### **Process for Implementing Action Step**

*The Special Education Teacher will set up virtual meetings with classroom teachers 1 a week to ensure the special education students are being provided appropriate accommodations. In addition, the special education teacher will work closely with the instructional aide to provide quality direct instruction to all special education students once to five times a week.*

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

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
<i>Through monitoring formative and summative assessments, along with Read 180 and System 44 progress</i>	<i>ELL Coordinator Instructional Aide</i>	<i>Daily</i>	<i>Grades on formative and summative assessments Lexile scores from Reading Inventory</i>
<i>SEI Class implementing distance teaching through Google Classroom and Google Slides along with supplemental websites, videos and lessons/activities. Read 180/System 44 - Reading Inventory</i>	<i>ELL Coordinator</i>	<i>60 minutes of instruction x 5 days a week</i>	<i>Daily attendance and monitoring of class work and assessments</i>

**Process for Implementing Action Step**

*A Google Slides document has been created that will display the learning goal, step by step daily instruction, links to lessons/activities, videos, Google Classroom assignments, formative and summative assessments. In addition a Google Classroom Class has been created that will include all EL students into one Structured English Immersion class.*

**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					<input type="checkbox"/>
	Packet of Social and Emotional Topics					
	Online Social Emotional videos					<input type="checkbox"/>
	Parent Training					
	Other:					

Kinder      1-3      4-5      6-8      9-12

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<b>Counseling Services</b>	In-Person					
	Phone					<input type="checkbox"/>
	Webcast					<input type="checkbox"/>
	Email/IM					<input type="checkbox"/>
	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
<p><i>Student Services Specialist will be available to meet with students over the phone, through email, and some sort of video interaction in order to provide check ins. There will also be social emotional videos that the teachers will be implementing through the allotted class time.</i></p>	<p><i>Student Services Specialist, AVID teachers, and students.</i></p>	<p><i>Check-ins will be done Weekly by AVID Teachers</i>  <i>Check-ins will be done at the request of the student weekly or bi weekly.</i></p> <p><i>The videos will be weekly. - anticipated calendar:</i>  <i>August 2020:</i>  <ul style="list-style-type: none"> <li><i>Stress and Anxiety Relievers</i></li> </ul> </p>	<p><i>There will be appropriate documentation stating there was a check in with the student.</i></p> <p><i>There are quizzes for most of the videos.</i></p>



		<ul style="list-style-type: none"> <li>• <i>Strategies for Combating Depression</i></li> <li>• <i>Teenage Stress and Suicide Risk</i></li> </ul> <p><i>September</i></p> <ul style="list-style-type: none"> <li>• <i>COVID-19 - Awareness</i></li> <li>• <i>COVID -19 - Face coverings</i></li> <li>• <i>Protecting Yourself and Others Online</i></li> <li>• <i>The Role of Power and Consent in Sexual Harassment</i></li> </ul> <p><i>October</i></p> <ul style="list-style-type: none"> <li>• <i>Social Pressure and Substance Use</i></li> <li>• <i>How to Be an Upstander Against Bullying</i></li> <li>• <i>What is Digital Citizenship?</i></li> <li>• <i>Respecting Yourself and Others Online</i></li> </ul> <p><i>November - December - To be decided based on student needs and requests.</i></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.*

#### **ELA**

<i><b>Action Step(s)</b></i>	<i><b>Person(s) Responsible</b></i>	<i><b>Frequency and/or Timing</b></i>	<i><b>Evidence of Implementation</b></i>

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<p><b>ELA 9</b></p> <ol style="list-style-type: none"> <li>1. Initial Baseline to determine Lexile score via Reading Inventory</li> <li>2. Initial Benchmark for vocabulary</li> <li>3. Ongoing Comp/Mastery Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom Teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. August 3-7 appx.</li> <li>2. August 3-7 appx.</li> <li>3. Verbal and Written performance based assessments depending on student needs including: <ul style="list-style-type: none"> <li>• Q/A</li> <li>• Discussion question</li> <li>• Exit surveys</li> <li>• Vocabulary comprehension,</li> <li>• Ability to analyze and identify themes and symbols used in literature/reading material (on going</li> <li>• Missing frequency</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Benchmark Vocabulary Quiz via Google Classroom\</li> <li>2. Reading Inventory scores</li> <li>3. Evidence of Assignment Completion/Material Comprehension</li> <li>4. Vocabulary <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Reading comprehension</li> <li>• Proper Identification of Literary Terms</li> </ul> </li> </ol>
<p><b>ELA 10</b></p> <ol style="list-style-type: none"> <li>1. Reviewing standards mastery on Edulastic</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom Teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Every two weeks/after benchmark testing</li> </ol>	<ol style="list-style-type: none"> <li>1. Pulled reports of student's standards mastery</li> <li>2. Share with the students so they can see their progress and reflect.</li> </ol>
<p><b>ELA 11</b></p> <ol style="list-style-type: none"> <li>1. Reviewing standards mastery on Edulastic</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom Teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Every two weeks/after benchmark testing</li> </ol>	<ol style="list-style-type: none"> <li>1. Pull reports of students' standards master</li> <li>2. Share with the students so they can see their progress and reflect.</li> </ol>

<b>ELA 12</b> 1. Students will be required to complete formative and summative assessments 2. Pre and post diagnostic and Latin Stem assessments	1. Classroom Teacher	1. Students will be assessed with Quill diagnostic and Latin Stem tests in the beginning and end of the semester 2. Students will be assessed for unit comprehension after each section, act or chapter of the unit reading	1. Grades posted in: 2. Google Classroom 3. Powerschool
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**Math**

<b>Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
<b>Algebra I</b> 1. Create Rubrics for the practices 2. Engage students in the practices 3. Use rubrics to grade the practice	1. Classroom Teacher	1. After each unit 1-2 investigations per unit	1. Rubric 2. Products of the practices 3. Filled out rubric for the student products
<b>Geometry</b> 1. Post testing expectations in syllabus and online on Google Classroom and in warm-ups 2. Post assignments and exams/projects in Powerschool.	1. Classroom Teacher	1. Once at beginning of each quarter and semester with visual and/or verbal reminders each school day 2. At least one exam or project per unit by the end of each unit	1. Edulastic data, 2. Graded Student Samples, 3. Powerschool Grades
<b>Algebra II</b> 1. Using the MathIA program we will be able to show data of competency as well as through Edulastic testing with pre-posttests as a growth model.	1. Classroom Teacher	1. Mathia program will be used daily  Edulastic will be used for pre/post topics so at the beginning of a topic and after it ends about 2 weeks later	1. There will be tracking on MathIA program for data collection  Edulastic will show student testing samples

2. This will be gone over in google classroom as well as in the syllabus			
<b>Pre-Calculus</b> 1. Post testing expectations in syllabus and online on Google Classroom and in warm-ups 2. Post assignments and exams/projects in Powerschool.	1. Classroom Teacher	1. Once at beginning of each quarter and semester with visual and/or verbal reminders each school day 2. At least one exam or project per unit by the end of each unit	1. Edulastic data, 2. Graded Student Samples, 3. Powerschool Grades

### Science

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<b>Biology</b> 1. Make Rubrics for the practices 2. Engage students in the practices 3. Use rubrics to grade the practice	1. Classroom Teacher	1. Unit tests after every unit 2. One or 2 investigations per unit	1. Rubric 2. Products of the practices 3. Filled out rubric for the student products 4. Products of the practices -Tests notebooks and models
<b>Chemistry</b> 1. Make Rubrics for the practices 2. Engage students in the practices 3. Use rubrics to grade the practice	1. Classroom Teacher	1. After each unit 1-2 investigations per unit	1. Rubric 2. Products of the practices 3. Filled out rubric for the student products
<b>Earth Science</b> 1. Create Rubrics for the practices 2. Engage students in the practices 3. Use rubrics to grade the practice	1. Classroom Teacher	1. After each unit 1-2 investigations per unit	1. Rubric 2. Products of the practices 3. Filled out rubric for the student products

### Social Studies

<i><b>Action Step(s)</b></i>	<i><b>Person(s) Responsible</b></i>	<i><b>Frequency and/or Timing</b></i>	<i><b>Evidence of Implementation</b></i>
<b>World History</b> 1. Teacher delivers specific content online using various online sources, live video instruction, and recorded instruction. 2. Teacher formatively assesses students. 3. Teacher provides ongoing feedback on student's assignments through writing or live video. 4. Summative Assessment is given. 5. Student is given feedback on summative assessment	1. Classroom Teacher	1. Daily/Weekly/Quarterly (depending on unit)	1. Google Classroom 2. Formative Assessments 3. Summative Assessments 4. Teacher Reflections 5. Student Reflections
<b>Civics</b> 1. Teacher delivers specific content online using various online sources, live video instruction, and recorded instruction. 2. Teacher formatively assesses students. 3. Teacher provides ongoing feedback on student's assignments through writing or live video. 4. Summative Assessment is given. 5. Student is given feedback on summative assessment.	1. Classroom Teacher	1. Daily/Weekly/Quarterly (depending on unit)	1. Google Classroom 2. Formative Assessments 3. Summative Assessments 4. Teacher Reflections 5. Student Reflections
<b>US History</b> 1. Make a standards based rubric 2. Hand out to students 3. Assign the assessment to students 4. Grade the assessment with rubric	1. Classroom Teacher	1. After each unit	1. A standard-based rubric 2. Quick assignment to rubric 3. Assessment in Powerschool 4. A grade in PowerSchool

## Electives

<i><b>Action Step(s)</b></i>	<i><b>Person(s) Responsible</b></i>	<i><b>Frequency and/or Timing</b></i>	<i><b>Evidence of Implementation</b></i>
<b>AVID</b> 1. Students will be enrolled in AVID via Google Classroom. 2. Daily lessons will be provided through Google Meets and/or Google Classroom. 3. Teacher will check-in with students and provide weekly feedback (at minimum) 4. Students will be assessed on a weekly/bi-weekly and/or monthly basis. 5. Assessment feedback will be given weekly/bi-weekly and/or monthly basis.	1. AVID Teachers	1. Beginning of the semester or when enrolled at GLAAZ 2. Daily 3. Weekly 4. Bi-Weekly/Monthly 5. Bi-Weekly/Monthly	1. Google Classroom Assignments 2. Online Assessments 3. ECAP completion
<b>Test Prep</b> 1. Post testing expectations in\ syllabus and online on Google 2. Classroom and in warm-ups 3. Post assignments and exams/projects in Powerschool.	1. Classroom Teacher	1. Once at beginning of each quarter and semester with visual and/or verbal reminders each school day at least one exam or project per unit by the end of each unit	1. College Board 2. Khan Academy Websites 3. Powerschool Grades
<b>Creative Writing</b> 1. Make a rubric 2. Hand out to students 3. Assign the assessment to students 4. Grade the assessment with rubric	1. Classroom Teacher	1. After each unit	1. A rubric 2. Quick assignment to rubric 3. Assessment in Powerschool 4. A grade in PowerSchool

<b>Computer Science</b> 1. Students will be following curriculum through Code.org where they will be consistently checked on their progress markers through the standards of Computer Science	1. Classroom Teacher	1. Every day through the school year	1. Proof of progress data on Code.org
<b>Art</b> 1. Initial Benchmark to determine vocabulary/prior knowledge of subject 2. Ongoing Comp/Mastery Assessments	1. Teacher assigned; student completion 2. Students	1. August 3-5 appx. 2. Verbal and Written performance based assessments <ul style="list-style-type: none"> <li>• Q/A</li> <li>• Discussion questions,</li> <li>• Exit surveys</li> <li>• Vocabulary comprehension</li> <li>• Ability to analyze and identify themes and symbols used</li> </ul>	1. Benchmark Quiz via Google Classroom 2. Online required assignments that are worth points 3. Goal of Standards Met in Art 1/2 Online: <ul style="list-style-type: none"> <li>- Responding: MA.RE.7.8a</li> <li>- Responding: MA.RE.9.HS1</li> <li>- Connecting: MA.CN.10.HS1b</li> <li>- Connecting: MA.CN.11.8a</li> <li>- Presenting: MA.PR.5.HS1a</li> </ul>
<b>Publication and Production</b> 1. Formative and summative assessments	1. Classroom teacher	1. Upon completion of a unit or area of study that will allow for yearbook page work	1. Grades posted on google classroom and Powerschool

### 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 (Content Area: ELA).			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments

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<b>ELA 9</b>	<ol style="list-style-type: none"> <li><i>Vocabulary and Lexile Benchmark Test – Created by Teacher and provided by Reading Inventory</i></li> <li><i>Other Testing Material Provided by Edulastic</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Online</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Appx sometime between Aug 3-7 for Benchmark</i></li> <li><i>Edulastic Ongoing</i></li> </ol>
<b>ELA 10</b>	<ol style="list-style-type: none"> <li><i>AZM2 Sample tests and Reading Inventory</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Administered through Edulastic online (will attempt to use a locked browser/ specific window for testing)</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Within the first two weeks of school (Aug. 3<sup>rd</sup> – 14<sup>th</sup>)</i></li> <li><i>The end of October (19<sup>th</sup> – 30<sup>th</sup>)</i></li> <li><i>During Finals (Dec. 14<sup>th</sup>-22<sup>nd</sup>)</i></li> </ol>
<b>ELA 11</b>	<ol style="list-style-type: none"> <li><i>Reading Inventory</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Administered through Edulastic online (will attempt to use a locked browser/ specific window for testing)</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Within the first two weeks of school (Aug. 3<sup>rd</sup> – 14<sup>th</sup>)</i></li> </ol>
<b>ELA 12</b>	<ol style="list-style-type: none"> <li><i>Students will take a benchmark Reading Inventory for Lexile score</i></li> <li><i>Students will take a Benchmark assessment through Edulastic</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Assessments will take place online through a link on Google Classroom, or if allowed, in person</i></li> <li><i>Assessments will take place online through a link in Google Classroom</i></li> </ol>	<ol style="list-style-type: none"> <li><i>October</i></li> </ol>

**Benchmark Assessments (Content Area: Math)**



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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>
<b>Algebra I</b>	1. <i>Freshman Algebra Baseline-Benchmark-Post Test</i>	1. <i>Online</i>	1. <i>Baseline within the first two weeks of class</i> 2. <i>Benchmark in October</i> 3. <i>Post in December</i>
<b>Geometry</b>	1. <i>Edulastic in partnership</i> 2. <i>Carnegie Learning</i> 3. <i>Teacher-created assessments</i>	1. <i>Starting online and in person</i>	1. <i>Baseline testing will occur within the first 2 weeks</i> 2. <i>Benchmark testing by the end of each quarter</i> 3. <i>Post-testing by the end of each semester.</i>
<b>Algebra II</b>	1. <i>Edulastic testing from/aligning with Carnegie</i> 2. <i>Learning Curriculum that fits state standards for Algebra</i>	1. <i>Online testing at edulastic.com and/or</i> 2. <i>Access from carnegielearning.com</i>	1. <i>Every two weeks of school starting August 3rd.</i> 2. <i>The following are the anticipated dates - 8/14, 8/28, 9/11, 9/25, 10/9, 10/23, 11/6, 11/20, 12/4, 12/18</i>
<b>Pre-Calculus</b>	1. <i>Edulastic in partnership with</i> 2. <i>Carnegie Learning Solutions</i> 3. <i>Teacher-created assessments</i>	1. <i>Starting online and in person</i>	1. <i>Baseline testing will occur within the first 2 weeks</i> 2. <i>Benchmark testing by the end of each quarter</i> 3. <i>Post-testing by the end of each semester.</i>

**Benchmark Assessments (Content Area: Science)**

	<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>

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<b>Earth Science</b>	1. <i>Earth Science Baseline-Benchmark-Posttest</i>	1. <i>Online</i>	1. <i>Baseline within the first two weeks of class</i> 2. <i>Benchmark in October</i> 3. <i>Posttest in December</i>
<b>Biology</b>	1. <i>Baseline-Benchmark-Posttest</i>	1. <i>Online until able to take in person</i>	1. <i>Within the first 6 weeks of the start of school</i>
<b>Chemistry</b>	1. <i>Chemistry Baseline-Benchmark-Posttest</i>	1. <i>Online</i>	1. <i>Baseline within the first two weeks of class</i> 2. <i>Benchmark in October</i> 3. <i>Posttest in December</i>

<b>Benchmark Assessments (Content Area: Social Studies)</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>
<b>US History</b>	1. <i>American History Baseline</i> 2. <i>American History Benchmark</i> 3. <i>American History Post</i>	1. <i>Online</i>	1. <i>Baseline within 2 weeks</i> 2. <i>Benchmark: October</i> 3. <i>Post: December</i>
<b>Civics</b>	1. <i>Pre-assessment (prior to any instruction)</i> 2. <i>Midterm assessment (midway through course)</i> 3. <i>Final assessment (final exam)</i>	1. <i>Online</i>	1. <i>August</i> 2. <i>September</i> 3. <i>October</i>

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<b>World History</b>	<ol style="list-style-type: none"> <li>1. Pre-assessment (prior to any instruction)</li> <li>2. Midterm assessment (midway through course)</li> <li>3. Final assessment (final exam)</li> </ol>	<ol style="list-style-type: none"> <li>1. Online</li> </ol>	<ol style="list-style-type: none"> <li>1. August</li> <li>2. September</li> <li>3. October</li> </ol>
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<b>Benchmark Assessments (Content Area: Electives)</b>			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
<b>AVID 9 - 12</b>	<ol style="list-style-type: none"> <li>1. ECAP Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Online</li> </ol>	<ol style="list-style-type: none"> <li>1. Pre (August)</li> <li>2. Midterm (December)</li> <li>3. Final (May)</li> </ol>
<b>Test Prep</b>	<ol style="list-style-type: none"> <li>1. ACT/SAT Practice Test, Teacher-created assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Starting online and in person</li> </ol>	<ol style="list-style-type: none"> <li>1. Baseline testing within 2 weeks using with a post-test at the end of each quarter</li> </ol>
<b>SPA 101 SPA 102  Concurrent College Class with Phoenix College</b>	<ol style="list-style-type: none"> <li>1. Baseline Assessment: Teacher observation of spoken &amp; written Spanish.</li> <li>2. Benchmark Assessment</li> <li>3. Post Assessment (comprehensive &amp; cumulative)</li> </ol>	<ol style="list-style-type: none"> <li>1. Google Classroom</li> <li>2. Online in Canvas</li> <li>3. Online in Canvas</li> </ol>	<ol style="list-style-type: none"> <li>1. Baseline Assessment by 8/05/20</li> <li>2. Benchmark Assessment by 9/04/20</li> <li>3. Post Assessment by 10/6/20</li> </ol>
<b>Creating Writing</b>	<ol style="list-style-type: none"> <li>1. Creative Writing: Baseline</li> <li>2. Creative Writing: Benchmark</li> <li>3. Creative Writing: Post</li> </ol>	<ol style="list-style-type: none"> <li>1. Online</li> </ol>	<ol style="list-style-type: none"> <li>1. Baseline within 2 weeks</li> <li>2. Benchmark: October</li> <li>3. Post: December</li> </ol>

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<b>Computer Science</b>	<ol style="list-style-type: none"> <li>1. Code.org unit testing</li> <li>2. Pre/Post testing based on CS standards created by teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Online</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit tests - every 5 weeks</li> <li>2. First and last week of class</li> </ol>
<b>Art</b>	<ol style="list-style-type: none"> <li>1. Art 1/2 Basics Benchmark Test – Created by Teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Online</li> </ol>	<ol style="list-style-type: none"> <li>1. The week of Aug 3-5</li> </ol>
<b>Publication and Production</b>	<ol style="list-style-type: none"> <li>1. Assessment posts on Edublog,</li> <li>2. Yearbook page checks on Picaboo and Google Suites</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessments will take place online via Google Classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. Baseline: within first two weeks of school</li> <li>2. Benchmark October</li> <li>3. Post: December</li> </ol>

*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.

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

As we convert from the students using iPad to Chromebook we will be able to monitor/ administer tests more universally.