

Charter Holder Information

Charter Holder Name	Laura Newcomb	Charter Holder Entity ID	1000166
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Damon Norris		
Representative Telephone Number	520-265-5589		
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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
A+ Charter Schools	1000972	118720001

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.

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?	2019-2020 was a planning year

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	<i>with no students.</i>
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b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	200	Start Date for Distance Learning	August 3, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	75	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	200
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: Families will have the option to sign-up for hybrid learning, where students will attend school M/T or W/Th and work from home on the other days OR families will have the option to sign up for 5-days of in-person instruction.			

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?	Choose an item.

**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
Attendance taken during daily virtual classroom session on Google Meets during student participation	Teachers	Each period of the published bell schedule	Attendance will be taken in the school-wide student information system (SIS) by each teacher during each period on a daily basis

- 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
Before school starts, each student & family will be contacted to walk through logging onto their Chromebook and accessing their Google Classroom and Google Meets links for each class.	Advisory Teachers	One time the week before school starts	Teachers will submit a report of the students & families contacted based on their Advisory Roster
Teachers will provide daily live lessons and instructional activities	Classroom Teachers	Daily	Lesson Plans, Google Meets Sessions, Google Classroom Assignments and Activities
If a student is absent from their virtual class, the teacher or office staff will contact the family via phone	Classroom Teachers Office Staff	Daily	Communication Logs or Emails

or email, the same day when possible.			
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Teacher and Staff Expectations and Support (1.a.ii)

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Teachers and staff will work from the school building in their own classrooms while facilitating distance learning for students.	Teachers/Principal	Daily	Attendance on-campus

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
Administration will communicate daily and weekly in-person and via email to support teachers and their implementation of virtual learning	Principal and Director of Curriculum	Daily and weekly	Emails, Professional Development Logs & Agendas, PD Google Classroom Stream & Assignments
Human resources will support all modes of instruction. This will include increased availability, and flexibility in policies to protect the staff and their physical and mental health.	Principal & Director of Operations	Daily	Building open with support staff. Communication with all staff to insure they are receiving the support they need. Flexibility in sick time, PTO, and work locations when able.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Professional Development was delivered virtually before school started.	Principal, Curriculum Director, Dean/Academic Advisor, Special Education Director	2 weeks before the start of school	Agendas, Attendance Sheets
Ongoing Professional Development to support virtual learning, high quality instruction, PBL, assessments (formative, summative)	Principal, Curriculum Director, Dean/Academic Advisor, Special Education Director	Ongoing, as needed	Agendas, Attendance Sheets
Surveys to assess the ongoing needs of teachers to design supports and professional development	Curriculum Director	Monthly	Survey and Results

List Specific Professional Development Topics That Will Be Covered

Project-Based Learning – Facilitated by PBL Works (3-days) Virtual Learning vs In-Person Learning
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Ed-Tech Tools

School Adopted Technologies (Google Classroom, Google Meets, Clever, Classtag)

Social-emotional Learning Supports – Advisory Program, including Habitudes SEL Curriculum, Personalized-Learning Plans, and Academic Success Groups

Formative Assessments and Scaffolding – Incorporated into PBL, and followed up through school-wide culture, philosophies, and practices

Engage, Connect, Support – Student-engagement strategies (virtual/in-person), connecting with teachers daily and peers, and providing supports for students success (SEL, differentiation, office hours, etc)

IEPs/504s/EL/45 Day Evals (Child Find) – Supporting students in a virtual environment and adopting accommodations, differentiation strategies, and scaffolding to best support learners.

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X		
Personal Contact and Discussion		X	X
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)	X	X	X
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours (Via Email)	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>
<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>	<i>Project-Based Learning</i>	<i>Eureka Math</i>	<i>Teachers will use formative assessment strategies aligned to their curriculum, such as exit tickets and other research-based formative assessments.</i>	<i>Teachers will use summative assessments at the end of a unit aligned to the curriculum and a project designed around the units.</i>

			<i>Daily-Weekly</i>	<i>End of unit</i>
<i>9-12</i>	<i>Project-Based Learning</i>	<i>Eureka Math</i>	<i>Teachers will use formative assessment strategies aligned to their curriculum, such as exit tickets and other research-based formative assessments.</i> <i>Daily-Weekly</i>	<i>Teachers will use summative assessments at the end of a unit aligned to the curriculum and a project designed around the units.</i> <i>End of unit</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>	<i>Project-Based Learning</i>	<i>Engage NY</i>	<i>Teachers will use formative assessment strategies aligned to their curriculum, such as exit tickets, monitoring and feedback of project milestones, etc. and other research-based formative assessments.</i> <i>Daily-Weekly</i>	<i>Teachers will use summative assessments at the end of a unit aligned to the curriculum and a project designed or performance tasks around the units.</i> <i>End of unit</i>
<i>9-12</i>	<i>Project-Based Learning</i>	<i>Engage NY</i>	<i>Teachers will use formative assessment strategies aligned to their curriculum, such as exit tickets, monitoring and feedback of project milestones, etc. and other research-</i>	<i>Teachers will use summative assessments at the end of a unit aligned to the curriculum and a project designed or performance tasks around the units.</i> <i>End of unit</i>

			<i>based formative assessments.</i>	
			<i>Daily-Weekly</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>1-3</i>				
<i>4-6</i>				
<i>7-8</i>	<i>Project-Based Learning</i>	<i>Discovery Education</i>	<i>Teachers will use formative assessment strategies aligned to their curriculum, such as exit tickets, monitoring and feedback of project milestones, etc. and other research-based formative assessments.</i> <i>Daily-Weekly</i>	<i>Teachers will use summative assessments at the end of a unit aligned to the curriculum and a project designed or performance tasks around the units.</i> <i>End of unit</i>
<i>9-12</i>	<i>Project-Based Learning</i>	<i>Discovery Education</i>	<i>Teachers will use formative assessment strategies aligned to their curriculum, such as exit tickets, monitoring and feedback of project milestones, etc. and other research-based formative assessments.</i> <i>Daily-Weekly</i>	<i>Teachers will use summative assessments at the end of a unit aligned to the curriculum and a project designed or performance tasks around the units.</i> <i>End of unit</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</i>	<i>Summative Assessment</i>

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			<i>Strategies and Frequency</i>	<i>Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>	<i>Project-Based Learning</i>	<i>Standards-Aligned Teacher Designed Units</i>	<i>Teachers will use formative assessment strategies aligned to their curriculum, such as exit tickets, monitoring and feedback of project milestones, etc. and other research-based formative assessments.</i> <i>Daily-Weekly</i>	<i>Teachers will use summative assessments at the end of a unit aligned to the curriculum and a project designed or performance tasks aligned to the standards.</i> <i>End of unit</i>
<i>9-12</i>	<i>Project-Based Learning</i>	<i>Standards-Aligned Teacher Designed Units</i>	<i>Teachers will use formative assessment strategies aligned to their curriculum, such as exit tickets, monitoring and feedback of project milestones, etc. and other research-based formative assessments.</i> <i>Daily-Weekly</i>	<i>Teachers will use summative assessments at the end of a unit aligned to the curriculum and a project designed or performance tasks aligned to the standards.</i> <i>End of unit</i>

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

The school will provide substantive distance learning by engaging students in authentic, powerful learning activities and experiences through Google Classroom and Google Meets daily. Teachers will provide direct instruction and learning tasks aligned to the standards and Gold Standard of Project-Based Learning, all building toward an authentic project aligned to the driving question at the beginning of the unit.

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
A. Provide Accommodations and Modifications training(s) to classroom teachers	Sped Director	An all staff training Aug.29; ongoing trainings can take place as necessary bi-weekly regarding teachers specific needs	Training log
B. Create accessible content for students: Perceivable- learners can see and hear the content Operable-learners can interact with a variety of tools Understandable-learners can understand and enjoy a predictable experience Robust- content works well with current and future technologies	Classroom teachers Director of Curriculum and Development Dean of Students Sped Director	Daily; ongoing	Documentation via Gradebook of students content accommodations being implemented
C. Three options for IEP goal data collection	Classroom Teachers Sped Para Sped Director	Bi-weekly; some students require weekly data per their IEP.	IEP data collection sheets
D. Teachers are provided consultation and support with individual student's needs	Sped Director Sped Para	Weekly	Meeting notes and documentation
E. Parent support and involvement:	Sped Director	1. Meetings will be offered within the first	1. Meeting notes/agendas

<ol style="list-style-type: none"> 1. Opportunity for virtual meetings/phone calls 2. Resources sent home for support 	<p>Classroom Teachers</p> <p>Principal/Dean of Students</p>	<ol style="list-style-type: none"> two weeks of virtual learning (Aug. 3-14) 2. Resources will be sent home the week of Aug. 3 	<ol style="list-style-type: none"> 2. Resources sent via email to parents
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<p>Process for Implementing Action Step</p>	
<p>A.</p>	<p>Teachers will be trained on the following:</p> <ol style="list-style-type: none"> 1. Teachers responsibility in regards to accommodations and modifications for students on IEPs 2. The difference between accommodations and modifications 3. Examples of accommodations (including presentation, response, setting, timing, scheduling, and organizational skills) and modifications (assignments and curriculum) 4. 100 Effective Accommodations 5. Scaffolding 6. EdTech tools for accommodations- Immersive Reader, Closed Captioning, Classroom Screen, Newslead, Rewordify, Videos 7. Fair and equitable grading practices <p>Teachers will also get links and handouts from the National Center on Accessible Materials with more tips and resources.</p>
<p>B.</p>	<p>Creating accessible content:</p> <ol style="list-style-type: none"> 1. <u>Perceivable</u>- provide sufficient color contrast (between text and background), close caption videos or provide transcripts (for video or audio recordings) 2. <u>Operable</u>-provide clear structure with properly marked headings, create descriptive links that make sense out of context (use text to describe the link, when multiple versions are available to download, include the type of document in the link (i.e “Article Name, PDF” or “Article Name, Html”), provide sufficient time for interaction and response (turn off timer settings, give real time exceptions for time limits), avoid content that can trigger seizures 3. <u>Understandable</u>- provide clear directions and models, follow conventions to ensure predictable and consistent experience, use plain language (include definition links for unusual words, provide explanations of abbreviations upon first appearance), indicate the language of content (if a phrase is in a different language, identify that language) 4. <u>Robust</u>- add metadata (one or more pieces of descriptive information about data) to make content easier to find and use, perform accessibility checks (use accessibility tools within software to determine if the document is usable with assistive technology, perform basic assistive technology testing (ensure compatibility with tools such as screen readers, screen magnifiers, and speech recognition software)
<p>C.</p>	<p>Data to track student IEP goals and progress can be measured three ways:</p>

<ol style="list-style-type: none"> 1. Teacher(s) assess and take data during regular instruction time via Google Classroom or Google Meets 2. Students will be assigned to meet with para using Google Meets; para collects data while student performs task 3. Parents can track certain student goals; for example- they provide input to teacher/para/ on which tasks, problems, etc. the student did independently
<p>D. Teachers are provided with support to ensure they are meeting student needs:</p> <p>Special Education Director and/or Sped Para will check in weekly with teachers via email, Google Meets, or phone to check on progress and interventions/accommodations/modifications with each student on an IEP. This will allow for adjustments to be made when necessary and for teachers to have ongoing support in the area of providing instruction to their students with disabilities.</p>
<p>E. Parent support and involvement:</p> <ol style="list-style-type: none"> 1. Parents will be given the opportunity to meet with teachers, principal, and/or Sped Director via Zoom/Google Meets or phone to discuss virtual learning goals, progress, and needs for their student 2. Special Education Director will send resources to parents to provide additional support (EdTech tools, creating routine, etc.) in order to make virtual learning successful at home. Resources will be sent electronically via a newsletter, letter, etc.

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
Articulate and implement high quality instruction and support that will promote high EL student achievement and social-emotional development.	Principal, ELL Coordinator, Teachers	Daily	School/District ELL policies and procedures

Process for Implementing Action Step

Provides ELL's with integrated and targeted ELD instruction within daily schedule as well as at least one additional extracurricular academic support opportunity			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Promote a positive multicultural school and virtual classroom	Principal, ELL Coordinator, Teachers	Daily	Charts, literature, lessons, student assignments, and

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climate that celebrates diversity			virtual school events will be representative of the diverse student population
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Process for Implementing Action Step

School will order multicultural and multilingual resources for teachers and students. School will organize virtual school events that support inclusion and cultural appreciation			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Develop an ELL Parent Engagement Plan	Principal, ELL Coordinator, Teachers	Parent communication at least quarterly. Parent engagement virtual events at least once a semester	Written parent engagement plan (included in ELL program policies and procedures), home communications, and/or parent participation documentation

Process for Implementing Action Step

School will create an ELL parent engagement calendar that will include timing of ELL communications, virtual events, and resources.			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Create a range of virtual opportunities for ELLs to learn about postsecondary options	Principal, ELL Coordinator, Academic Advisor, Teachers	Fall/Spring Virtual Advisory classes- Daily	Partnerships with local trade schools, community college and universities. Provide advisory classes and Personal learning Plans that will have updated postsecondary opportunities, grants, etc. for students to access

Process for Implementing Action Step

<p>School will build supportive partnerships with local postsecondary schools to provide virtual informational workshops and/or academic virtual counseling for ELL students. Daily advisory virtual classes helping ELL students to stay on track with credits and graduation requirements, and update their Personal Learning (electronic) Plans and teach students to become self-advocates as it relates to post-secondary education opportunities</p>			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>School will require grade=level content teachers to provide 50 virtual minutes per day (250 minutes per week) of integrated language instruction and 50 virtual minutes per day (250 minutes per week) of targeted ELD instruction for all ELL students</p>	<p>Assigned SEI teacher</p>	<p>Daily</p>	<p>Master schedules & daily schedules noting targeted & integrated minutes, lesson plans, student rosters with English Language proficiency levels.</p>

Process for Implementing Action Step

<p>SEI teachers will meet regularly with school ELL Program Coordinator, Principal and Curriculum Director to ensure that full implementation occurs. ELL Coordinator will develop a comprehensive lesson plan template to ensure the integration of English language proficiency levels and standards with content standards. Lesson plans will also include differentiated instruction for students based on the ELLs proficiency level.</p>			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>School will verify that all teachers responsible for ELL instruction have an SEI, ESL, or BLE endorsement</p>	<p>Principal, ELL Coordinator, Teachers</p>	<p>Annually or upon new hire</p>	<p>Documentation of endorsement credentials will be made available</p>

Process for Implementing Action Step

<p>School administrators will assign ELL students to an appropriately qualified teacher</p>			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>ELL Coordinator will provide professional development to grade</p>	<p>ELL Coordinator</p>	<p>Fall/Spring</p>	<p>PD workshops agendas, PD calendar, conference certificates,</p>

<p>level and/or content teachers that focuses on the purpose for which language is used in disciplines and how to effectively integrate content-specific language with content virtual instruction. Professional Development will also be provided on how to analyze data for making data-driven decisions when lesson planning, and resource allocation.</p>			<p>lesson artifacts, and student work</p>
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Process for Implementing Action Step

<p>ELL Coordinator will facilitate specific trainings for SEI teachers and/or will register teachers for ADE courses, OELAS conferences, PELL meetings, etc.</p>			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>ELL Coordinator will provide PD to instructional coaches as well as school administrators on SEI virtual classroom protocols including what to look for and how to provide support to teachers integrated ELD instruction</p>	<p>Principal, ELL Coordinator, Curriculum Director</p>	<p>Annually</p>	<p>Leadership meeting agendas, PD agendas, coaching notes</p>

Process for Implementing Action Step

<p>ELL Coordinator will review all classroom protocols, documentation, expectations, and ELL program policies and procedures with School Administrators, and Curriculum Director</p>			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

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ELL Coordinator will ensure informal virtual walkthrough observations and formal virtual teacher evaluations, assess components of high quality integrated and targeted ELD instruction.	ELL Coordinator, Principal	Quarterly virtual walkthroughs Annually virtual evaluations	Informal walkthrough notes, teacher evaluation forms, etc.
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Process for Implementing Action Step

ELL Coordinator will work with School Administrators to update these forms if necessary.			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
School will ensure that Master Schedules allow time for SEI teachers to have a minimum of one hour prep time for planning targeted language instruction that is incorporated into the integrated setting	ELL Coordinator	Annually when initial master schedules are set	Grade-level meeting agendas, master schedules, lesson plans

Process for Implementing Action Step

ELL Coordinator, Curriculum Director, and Principal collaborate to create these documents.			
Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
School will ensure that effective assessment, monitoring, and feedback are being utilized and analyzed on a regular basis.	ELL Coordinator, Curriculum Director	Weekly/Quarterly	Gradebook data, student data reports, PLC's agendas, lesson plans, NWEA benchmark data

Process for Implementing Action Step

All teachers will have access to a variety of assessment tools including but not limited to AZELLA reports, formative assessments, and NWEA benchmark assessments for all their ELL students.

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

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

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in				X	X
	Packet of Social and Emotional Topics					
	Online Social Emotional videos					
	Parent Training					
	Other: Advisory & SEL Curriculum through Habitudes				X	X

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone					
	Webcast					
	Email/IM					
	Other: Will connect students/families to community resources				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
Habitudes SEL Curriculum will be facilitated through daily Advisory classes	Teachers	Daily	Advisory Pacing Guide
Teachers will check in with students daily through Google Meets	Teachers	Daily	Daily Advisory Meetings – activities in pacing guide
Teachers will integrate activities that promote SEL competencies within learning activities	Teachers	Daily, weekly	Lesson plans and Google Classroom activities

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
Summative Assessments in each course	Teachers	End of Unit	Rubrics, Assessment scores in gradebooks

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)			
	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
Kindergarten			
1-3			
4-6			
7-8	NWEA Map	Online/In Person	Aug. 31- Sept. 4, Jan. 25-29, May 10-14
9-12	NWEA Map	Online/In Person	Aug. 31- Sept. 4, Jan. 25-29, May 10-14

Benchmark Assessments (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
Kindergarten			
1-3			
4-6			
7-8	NWEA Map	Online/In Person	Aug. 31- Sept. 4, Jan. 25-29, May 10-14
9-12	NWEA Map	Online/In Person	Aug. 31- Sept. 4, Jan. 25-29, May 10-14

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

If the school needs to administer the benchmark virtually, students will log into their Google Meets course and the teacher will facilitate the benchmark will the student is logged in with the camera on. When in person, the students will take the benchmark in class with their teacher using the online NWEA portal.

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.