Distance Learning Plan Template for Charter Schools

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

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

Instructions

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

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model 4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).	1. Dean of Academics 2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches) 3. Dean of Academics and Virtual Instructors 4. Instructional Coaches	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

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

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

Charter Holder Information

Charter Holder Name	PAS Charter, Inc.	Charter Holder Entity ID	79953
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Michael McElhinney	
Representative Telephone Number		(602) 564-7384	
Representative E-Mail Address		mmcelhinney@resolutions-esp.com	

School Information

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

School Name	Entity ID	CTDS
IntelliSchool Glendale	90208	07-89-63-202
IntelliSchool Metro	5330	07-89-63-201

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?	180

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

Estimated Enrollment for FY 2021	**210**	**Start Date for Distance Learning**	**August 17, 2020**
Estimated Number of Students Participating in Distance Learning for the Full Year	**TBD based on Health Services and Governor's Office**	**Estimated Number of Students Participating in Distance Learning for a Portion of the Year**	**210**
Please choose the option that indicates your proposed duration/plan for distance learning:	☐1. We intend to operate distance learning for the full year for all students. ☒2. We intend to operate distance learning until October 15, 2020 for all students. ☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☐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.). ☐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:			

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 competed 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. Students will be marked absence for any day of the week they do not do one of the following: A. Communicate and receive instruction directly with teachers or tutors through Zoom or Google Voice/Text. B. Participate in virtual Zoom classroom activities. C. Complete the required minimum production in lessons or the equivalent established by their teacher. The standard is 10/week or 2/day. D. Log the equivalent number of hours in PLP or ALS to justify attendance that day.	1. Principal and Secretary	1. Tracked daily and reported weekly	1. Daily attendance log, contact logs, PLP and ALS production reports and log in reports.

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
1. Staff will take attendance in the virtual Zoom classroom at the beginning of each session. 2. Student not attending will be contacted via Google Voice/Text. 3. These communications will happen each day unless the student is on track in production or hours working remotely. On track students	1. Principal, teachers, counselors 2. Principal, teachers, secretary, counselors 3. Secretary 4. Secretary	1. Daily 2. Daily 3. Weekly 4. Daily/ Weekly	1. School Master attendance 2. School Master 3. Production reports and trackers/ logs, School Master 4. Contact logs and guidance documentation in School Master

will still be contacted weekly to check in and see if any additional support is needed. 4. Secretaries will utilize production logs, time logs, off schedule report sessions from teachers, counselors and tutors, and through logs in PLP, compiling a report at the end of each week.			

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
1. Staff and teachers are required to be at the school site 20 hours a week. 2. Sites will be staffed 8 AM to 8 PM Monday through Friday 3. Teachers and Counselors are required to be available for Zoom with students 40 hours a week. 4. Staff are required to contact parents and students via phone for attendance issues, counseling, educational support, etc. 5. Staff is required to document contact made with students through Zoom, phone, text, the Connector, or email. 6. Teachers are required to monitor assessments and provide interventions for students based on assessment data via Zoom or phone.	1. Principals 2. Principals 3. Principals 4. Secretaries, Principals, Teachers, Guidance counselors 5. Secretaries, Principals, Teachers, Guidance Counselors 6. Teachers 7. SPED Teachers, SPED Director, Principals 8. Guidance Counselors, Principals 9. Superintendent, Assistant Superintendent 10. Secretary, Principal 11. Principals	1. 20 hours per week. 2. During scheduled business hours. 3. 40 hours per week. 4. Daily, depending on student and situations. 5. Daily. 6. Daily. 7. As written in IEP. 8. Daily 9. Wednesday, August 5th, 2020, and ending on Friday, August 14th, 2020 and September 25, 2020, October 30, 2020, December 18th, 2020 February 18, 2021, April 29, 2021 and June 11th, 2021. 10. Weekly 11. Daily	1. Staff schedules. 2. Staff schedules, School Master documentation, emails 3. School Master documentation, emails 4. School Master documentation, emails 5. School Master documentation, emails, Connector 6. School Master documentation, Galileo data, Assessment tracker. 7. School Master documentation, emails, Connector, written correspondence between student/ family and school, schedules 8. CCRI tracker, ECAP tracker, Student Planner, School Master

7. SPED teachers are required to provide students with support in appropriate areas and through the appropriate means. 8. Guidance Counselors are required to track student progress, ECAP, and CCRI towards graduation goals. 9. All staff are required to attend all professional development provided by the school. 10. Secretaries are required to contact any student that is not in attendance for their online session. 11. Principals are required to manage staff, communicate regularly with parents and students, and ensure they get any support needed.			documentation, emails, Connector 9. Sign in sheets, agendas, materials 10. School Master 11. School Master, emails

b. *Describe commitments on delivery of employee support services including but not limited to:*
  o *Human resource policies and support for employees; and*
  o *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. The Charter will hold an All Staff Professional Development and Training before the school year begins. 2. Principal Meetings with principals, assistant superintendents, and the superintendent via Zoom. 3. All Staff Professional Development days throughout the school year that may be done via Zoom. 4. Emails as needed.	1. Superintendent, Assistant Superintendents 2. Superintendent 3. Superintendent, Assistant Superintendents 4. Superintendent, Principals, Assistant Superintendent 5. Superintendent, Principals, Assistant Superintendent 6. Principals 7. Principals 8. Assistant Superintendent, Principal	1. Wednesday, August 5th, 2020, and ending on Friday, August 14th, 2020. 2. One time per month 3. 4 times per year – September 25, 2020, October 30, 2020, February 18, 2021, and April 29, 2021. 4. Throughout the year, as needed. 5. Daily, new information posted as needed. 6. Stocked monthly.	1. Staff agendas, staff surveys, recorded Zoom sessions, DocuSign. 2. Agenda, meeting notes, DocuSign. 3. Staff agendas, staff surveys, recorded Zoom sessions, DocuSign. 4. Emails. 5. Actual signs. 6. Requisition Order and Purchase Order.

5. Notices on entrance doors and in high traffic areas. 6. The Charter is supplying face masks for students and teachers that do not have a mask of their own. 7. The Charter is supplying hand sanitizer at sites for student, staff, and scheduled visitor use. 8. Distancing of a minimum of 6 feet by removing every other computer station. 9. Distancing of a minimum of 6 feet by establishing perimeters with tape around teacher stations, the front lobby secretary desk, and marks for standing 6 feet apart on the lobby floor. 10. Staff is able to work from home through Zoom, email, Connector, online curriculum, phone, and text for 20 hours a week. 11. Janitorial staff will clean every school day rather than twice a week.	9. Assistant Superintendent, Principal 10. Principal 11. Principal	7. Stocked monthly. 8. Completed by August 5th, 2020. 9. Completed by August 5th, 2020. 10. 20 hours a week. 11. Daily	7. Requisition Order and Purchase Order. 8. Photos and visible evidence when walking into the school. 9. Photos and visible evidence when walking into the school. 10. Schedules, emails, text, School Master, DocuSign 11. Schedules, Payment to janitorial services, contract with janitorial services

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 will be provided via Zoom, with staff at home for professional development days. The use of breakouts through Zoom will be utilized for small, collaborative groups. 2. Tessa Brock Consulting will Zoom with staff at home.	1. Assistant Superintendent 2. Assistant Superintendent, Tessa Brock 3. Assistant Superintendent, other presenter on other forum 4. Assistant Superintendent 5. PD Coordinator	1. August 5th, 2020, and ending on Friday, August 14th, 2020, as well as September 25, 2020, October 30, 2020, February 18, 2021, and April 29, 2021. 2. August 5th, 2020, August 6th, 2020, September 25, 2020,	1. Staff agendas, staff surveys, recorded Zoom sessions, DocuSign. 2. Staff agendas, staff surveys, recorded Zoom sessions, DocuSign, receipt from presenter.

3. If a presenter needs another forum, they may use WebEx. 4. In some cases, site staff (6 people) will meet at their school for professional development. They will Zoom from their site. 5. Staff are required to do two PDs individually each year. This year the will have options to attend Covid-19 related trainings on their own. PD will be via webinars or online forums.		October 30, 2020, February 18, 2021, and April 29, 2021. 3. August 5th, 2020, and ending on Friday, August 14th, 2020, as well as September 25, 2020, October 30, 2020, February 18, 2021, and April 29, 2021. 4. August 5th, 2020, and ending on Friday, August 14th, 2020, as well as September 25, 2020, October 30, 2020, February 18, 2021, and April 29, 2021. 5. Throughout the year.	3. Staff agendas, staff surveys, recorded Zoom sessions, DocuSign. 4. Staff agendas, staff surveys, recorded Zoom sessions, DocuSign. 5. PD request/ approval forms, PD

List Specific Professional Development Topics That Will Be Covered

1. Overview, What we do, Mission and Vision 2. Resilience, Responsibility, Respect 3. District Initiatives 4. CCRI Goals & Classes 5. Communication and Trauma-Informed Professional Development 6. COVID-19 Updates, Classroom management, Cleaning, Supports 7. Workplace Harassment 8. Enrollment & Records 9. English Language Learner placement 10. Child Find 11. FERPA 12. Special Education and Discipline 13. Teacher Evaluations and the Observation Process 14. Turn-It-In 15. Gmail accounts for students 16. 504's 17. PLP Clean Up 18. CPR 19. How to Get Multiple Students More Involved in Zoom 10:00-10:55 20. Zoom Involvement and Breakout Plans

21. Homeless Youth Connection
22. Curriculum Training
23. Virtual Field Trips
24. McKinney Vento – Mick
25. Zoom Tips & Tricks – Ericka
26. Drop Out Prevention – John
27. Mandatory Reporting
28. Phoenix Police Department Safety presentation
29. Title I Activity
30. Glendale Fire Department Fire Safety
31. Business 101 for secretaries and principals
32. STEM
33. Trauma-informed approaches
34. Communication
35. Increasing social-emotional and self-regulation skills
36. Enhancing school community

Connectivity (1.a.iii)

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

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

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)			
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten			
1-3			

4-6				
7-8				
9-12	Professional Learning Platform (PLP) and A+ curriculum. Direct instruction, small group work and tutoring sessions. Delivery will be virtual as well as in person.	Zoom, PLP, A+	A+ lesson mastery assessments as well as unit exams after 6-7 lessons. PLP mastery quiz after lesson and intervention lessons when students do not have a passing score	Galileo is used at the midpoint and final point of each core math class to assess growth and mastery of standards.

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-3				
4-6				
7-8				
9-12	Professional Learning Platform (PLP) and A+ curriculum. Direct instruction, small group work and tutoring sessions. Delivery will be virtual as well as in person.	Zoom, PLP, A+	A+ lesson mastery assessments as well as unit exams after 6-7 lessons. PLP mastery quiz after lessons as well as writing samples graded by teachers throughout class.	Galileo is used at the midpoint and final point of each ELA class to assess growth and mastery of standards.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-3				
4-6				
7-8				
9-12	Professional Learning Platform (PLP) and A+ curriculum. Direct instruction, small group work	Zoom, PLP, A+	A+ lesson mastery assessments as well as unit exams after 6-7 lessons. PLP mastery quiz after	PLP/A+ final assessment

	and tutoring sessions. Delivery will be virtual as well as in person.		lessons as well as virtual labs graded and proctored by teachers throughout class.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)			
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-3				
4-6				
7-8				
9-12	Professional Learning Platform (PLP) and A+ curriculum. Direct instruction, small group work and tutoring sessions. Delivery will be virtual as well as in person.	Zoom, PLP, A+	A+ lesson mastery assessments as well as unit exams after 6-7 lessons. PLP mastery quiz after lessons as well as projects graded by teachers throughout class.	PLP/A+ final assessment

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

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

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

1. Students with disabilities will receive the same access they normally receive. 2. Distance Learning curriculum is built with LS classes, LRL classes, and at level classes. 3. Any instruction minutes built in the IEP will be met virtually. If a situation demands in person, the SPED teacher will be made available for in person learning.	1. SPED Coordinator, SPED Teacher 2. SPED Teacher 3. SPED Coordinator, SPED Teacher	1. Per IEP 2. Per IEP 3. Per IEP	1. School Master, Schedules 2. Class schedules, Connector 3. Schedules, School Master, Attendance logs

Process for Implementing Action Step

Staff will be trained on ALS, SchoolsPLP, Galileo, Zoom, and GoogleVoice. They will contact each parent and adult student in the first week to confirm that the student has internet access, a computer, and an understanding of how to communicate with the teacher. They will begin instruction with the student and monitor progress, checking in weekly. The SPED coordinator will also send notices to parents, as well as phone calls and emails to parents regarding IEP's, minutes, and reaching the needs of students.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. ELA teachers and tutors will have additional scheduled time with student. 2. Reading levels will be set to Lexile level. 3. Any instruction minutes built in the ILLP will be met virtually.	1. ELA teachers 2. ELA teachers 3. ELA teachers	1. Daily/ as needed 2. Daily/ as needed 3. Daily/ as needed per	

Process for Implementing Action Step

Staff will be trained on ALS, SchoolsPLP, Galileo, Zoom, and GoogleVoice. They will contact each parent and adult student in the first week to confirm that the student has internet access, a computer, and an understanding of how to communicate with the teacher. They will begin instruction with the student and monitor progress, checking in weekly.

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					x
	Phone					x
	Webcast					x
	Email/IM					x
	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
1. Counselors are available during school hours as well as on call off hours. Guidance counselors hold	1. Guidance counselors, Principals, Teachers, Superintendent 2. Guidance counselors, Principals, Teachers,	1. Weekly personal check in, Daily phone calls and in person check in. Weekly group meetings. As needed	1. Schoolmaster notes on student. Referrals to outside agencies.

virtual and in person emotional support groups. 2. Counselors are also holding individual counseling sessions in person, online, and over the phone with students and families in need support. Counselors partner with community agencies to refer families in need of services. Guidance counselors work closely with staff and teachers to identify social emotional need in students. 3. Counselors take had in a curricular process in which students are encourages to share their academic, social and emotional needs in a class "Student Success"	Superintendent, community agencies 3. Guidance counselor, Principals, Teachers, Superintendent, curriculum team	based on referrals and staff feedback. 2. Weekly personal check in, Daily phone calls and in person check in. Weekly group meetings. Community agencies 3. Contact regarding the Student Success within the first day of attendance. Guidance through the class for the length of the course.	2. Schoolmaster notes on student. Referrals to outside agencies. 3. Schoolmaster notes on student. Course work in the Student Success class including student portfolio essay

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
1. The charter employs curriculum systems that alert teachers to struggling students. The systems will not accept lessons with less than 70% mastery. If students are unable to achieve this, teacher intervene via tutoring,	1. Curriculum team, department heads, teachers, superintendent 2. Curriculum team, department heads, teachers 3. Curriculum team, department heads, teachers	1. Students are assessed after each lesson as well as at the midpoint and final unit of core classes. Interventions done on a daily need based basis. 2. Students are assessed after each lesson as well as at the	1. Test history in PLP, A+, Galileo 2. Test history in PLP, A+, Galileo 3. Intervention log, test result data, interventions in student portfolios. Schoolmaster notes.

group instruction, zoom meeting and phone instruction. 2. Students are assessed formatively through the curriculum and summative through Galileo assessment systems (math and ELA) 3. If students do not make growth between assessments, teacher use that data to pause the curriculum and furnish students with interventions to bridge those gaps. Interventions can be one virtually, in person and sometimes via phone.		midpoint and final unit of core classes. 3. Interventions done on a daily need based basis.	

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			
9-12	Galileo Assessment System	Online or in person	At midpoint and final point of class

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			
9-12	Galileo Assessment System	Online or in person	At midpoint and final point of class

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

Students are able to complete benchmark assessments online, in person. All students are furnished with calculators, and scratch paper for in person tests as well as a secure testing section. When working at home, a virtual calculator is available for online testing. Tests are proctored by staff through password protected tests with time limits. Teachers watch progress of at home tester live to ensure fidelity of test.

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.