

Distance Learning Plan Template for Charter Schools

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

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

Instructions

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

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

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

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

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

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

Charter Holder Information

Charter Holder Name	Fit Kids, Inc. dba Champion Schools	Charter Holder Entity ID	78783
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Carolyn Sawyer	
Representative Telephone Number		District Office 480-659-0044 Cell: 602-885-2938	
Representative E-Mail Address		csawyer@championschools.org	

School Information

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

School Name	Entity ID	CTDS
Champion Schools (7900 S. Jesse Owens Parkway, Phoenix, Az 85042)	78820	078785101
Champion Chandler (250 S. McQueen Road, Chandler, AZ 85225)	92501	078785103
Champion San Tan (1846 East Bella Vista Road, San Tan Valley, AZ 85143)	460111	078785104

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each charter school shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ASBCS, if the school intended to switch to a different schedule for the 2020-2021 school year. If ASBCS previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

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If the school intended to switch to a different schedule for the 2020-2021 school year, but has not yet been approved by the ASBCS, please contact your Education Program Manager.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the charter school operate for School Year 2020-2021?	180
How many instructional days did the charter school operate for School Year 2019-2020?	180

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	1442	Start Date for Distance Learning	August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	300	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	700
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:		

We plan to operate Monday -Friday, providing CORE Academic Instruction a blended learning model with attendance options for fulltime in-person, combination of in-person and virtual or fulltime virtual every day.

1. Students will receive the full number of instructional hours recommended per year
2. We will be providing 180 school days.
3. In-person instruction will be available at each Campus, Monday-Thursday from 8am-3:30pm
4. CORE Academic Instruction will occur for both In-person and Virtual Learners in a live stream Monday-Thursday, with
5. Virtual Learning for all students on Fridays.
6. Teachers will be able to view the computer screens using Go Guardian whether the student is in class or attending virtually. They will be able to chat in-person or virtually during these class sessions.
7. Students will be able to see each other and converse as appropriate per Teacher instructions.
8. Teachers will have Office Hours in the afternoons and on Friday mornings to meet with students individually or in groups, students with parents to discuss progress and assist students with any challenges they may have in fully participating in the In-person or Virtual Learning.
9. Special Education and Intervention Services will be provided In-person or virtually depending per the platform students are choosing for participation.
10. Upon approval of the school administration, students will be able to switch their instruction from in-person to virtual or virtual to in-person.

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.

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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. Student Attendance will be taken using our Student Data Management System (Schoolmaster)	1. Classroom Teachers	1. Daily	1. Attendance data will be in our Schoolmaster Student Management System and tracked by our Data Manager
2. Teachers will see when students are participating virtually and mark their attendance accordingly	2. District Data Manager	2. Daily	

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. In-person student will be tracked in the traditional procedures	1. Classroom Teachers	1. Daily	1. Evidence of Go Guardian use will be tracked by Academic Director doing virtual drop in classroom observations https://www.youtube.com/watch?v=mxTTexxNskI
2. Virtual attendance will be tracked by seeing the student visibly participating in Go	2. Teachers' Aides		

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<p>Guardian. Students will be seen virtually on Google Meets and their computer screen can be seen on the Teacher's computer screen</p> <p>3. At times, while one teacher is instructing, a second teacher/teachers aid will be chatting with students virtually if they are having difficulty "getting started"</p>			
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Teacher and Staff Expectations and Support (1.a.ii)

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Teachers and Interventionists will become google level 1 certified. 2. All normal-operating instructional requirements remain (lesson planning and submission, delivery of lessons, grading, and recording of data). 3. Lesson plans will be turned in no later than 3:00 pm on Fridays 4. Teachers will create and maintain a google classroom to communicate with students. 	<ol style="list-style-type: none"> 1. Classroom teachers 2. Instructional coach/Administration 	<ol style="list-style-type: none"> 1. Completed by August 17th, 2020 2. Lesson plans will be turned in weekly 3. Google classrooms will be created July 17th, 2020 4. Teachers will post video recordings daily to the google classroom 5. Teachers will update google site weekly 	<ol style="list-style-type: none"> 1. Certification provided by google 2. Google Drive folder will be checked every Friday by 3 pm 3. Administration will be added as co teachers to check for completion 4. Instructional Coach will check google classrooms daily for updated information 5. Updated gradebook with google forms exit ticket included

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<p>5. Teachers will be required to add administration as co teachers to the google classrooms.</p> <p>6. Teachers will post video recorded lessons to their google classroom weekly.</p> <p>7. Teachers will monitor assignment submissions, and communicate/remind students of submissions, and communicate/remind students of missed or upcoming assignment due dates.</p> <p>8. Teachers will be posting a daily class schedule to the google classroom so students are aware at what times they need to be in what class.</p> <p>9. Teachers will be providing feedback to student questions and/or assignments within a timely manner.</p> <p>10. Not only will the teachers be providing feedback, but it will be meaningful feedback on student work using clear and concise language.</p> <p>11. Teachers will be posting rubrics and grading scales for assignments to assist with any questions that may arise.</p> <p>12. Teachers will be utilizing google suite applications for certain</p>		<p>6. Google forms will be utilized daily for exit tickets</p>	
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projects or google forms for exit tickets.			
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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.*

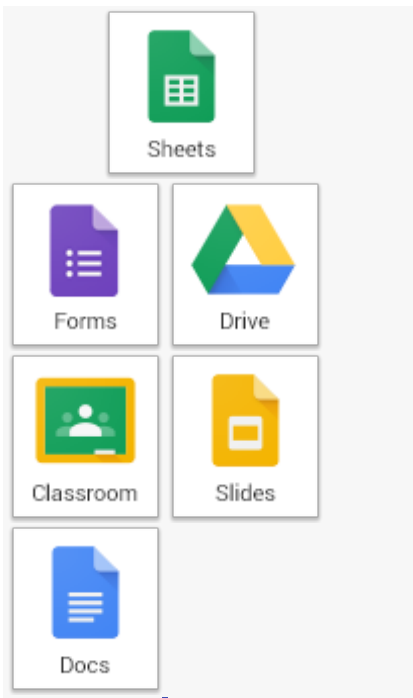
Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Overview of Employee Handbook, Staff Communication (DOJO, email, GroupMe, Google Classroom) 2. COVID procedures and protocols. Split into groups of “task teams” to develop on campus procedures for the listed needs (give staff list). Staff will review as a whole and make changes as needed. 3. Wellness and Nutrition Program	1. School Principal 2. School Nutritionist	1. Pre-service in July weekly	1. Pre-Service Schedule/Calendar 2. Staff Sign-in Sheets

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Google Educator Certification Scope of Work for Google Educator Certification Training	1. Superintendent	1. July 2020	All teachers required to pass test for Google Educator Certification

<p>Get Ready to use Technology in the Classroom</p> <ul style="list-style-type: none"> ▪ How technology can benefit teaching and learning ▪ Why and how technology can support the work you currently do ▪ How you can use technology to prepare for the future ▪ What tools are available in the G Suite for Education ▪ How to pick the right tool for your objective ▪ How you can help your students behave responsibly online. <p>Expand your Access to Help & Learning</p> <ul style="list-style-type: none"> ▪ What online resources are available for you to search for answers ▪ How to participate in online help forums to both find answers AND help others ▪ How to create a network of peers who you can reach out to when you need help ▪ How to contribute to a network of other Google for Education users ▪ How to join a Google Educator Group for networking, support, and fun ▪ How to find local experts when you need that extra bit of support <p>Have a (Mostly) Paperless Classroom</p> <ul style="list-style-type: none"> ▪ How Google Drive can be used for your own cloud storage ▪ How to upload documents to Google Drive ▪ How to create documents within Google Drive ▪ Tips for organizing your Google Drive 			
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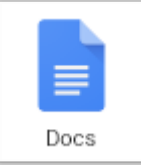


- How to collaborate using Google Docs
- Tips for using the Google Docs suite in your classroom
- How Classroom works with Docs and Drive



Save time Communicating

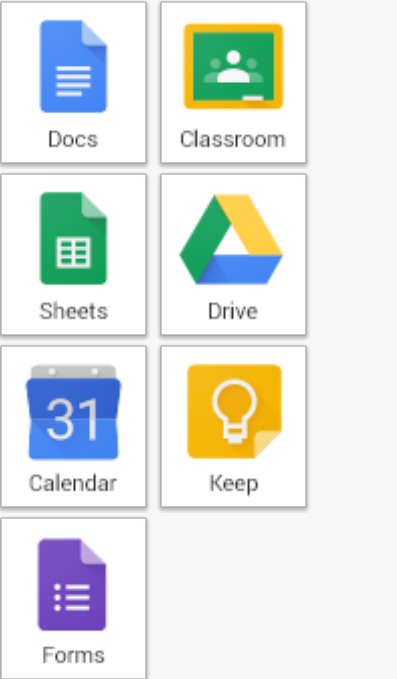
- Apply the organizational benefits of Gmail in your classroom

<ul style="list-style-type: none"> ▪ Explain how to use the Translation feature in Gmail to communicate with a diverse audience ▪ Identify the benefits of real-time communication with students ▪ Explain how to use instant messaging in Google Chat from any device ▪ Identify how Google Groups can be used in your classroom ▪ Identify the value of having a class website ▪ Create a customized Google Site for your classroom <p>Organize Activities for yourself & Others</p> <ul style="list-style-type: none"> ▪ To create and share Google Calendars ▪ To set reminders and notifications for events in your calendar ▪ How to manage multiple calendars ▪ To manage to do lists in Google Tasks and Google Keep ▪ To integrate Google Tasks with Google Calendar ▪ To add media and share notes in Google Keep <p>Bringing Meetings Online</p> <ul style="list-style-type: none"> ▪ Why it's important to plan your meetings for maximum efficiency ▪ How to hold more productive and efficient meetings ▪ How to schedule a meeting, add participants and book resources ▪ How to keep track of who will be attending your meeting ▪ Why you should use a shared Google Doc for meeting agendas, minutes and follow-up ▪ Which tools from the G Suite for Education can help you run more productive meetings 			
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<ul style="list-style-type: none">▪ How you can use Google Meet to conduct productive online meetings▪ How to invite others to a Meet▪ How to share your screen with others during a Meet  <p>Drive</p>  <p>Docs</p>  <p>Hangouts</p>  <p>Calendar</p> <p>Bringing Student Work Online</p> <ul style="list-style-type: none">▪ Why creating rosters will help you organize your assignment workflow▪ How to use different Google tools for creating rosters▪ How to assign work to your students▪ What strategies are available for managing assignments▪ The importance of providing feedback to students▪ Different strategies for giving student feedback			
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<p>Measure Understanding and Share Student Growth</p> <ul style="list-style-type: none"> ▪ Determine the correct type of data to collect as an educator ▪ Develop effective methods of collecting the data required ▪ Organize and configure information to accurately represent the results ▪ Determine what lessons are needed to help students keep their information secure ▪ Pick the right tool for the learning objective you are trying to reach ▪ Determine what process to use to discover various methods of data analysis <p>Teach Students Online Skills</p> <ul style="list-style-type: none"> ▪ The essential digital literacy skill of searching online ▪ Simple steps to evaluate sources ▪ Easy processes for filtering search results and an understanding of why this is important ▪ How to avoid plagiarism in the context of Web research ▪ How to customize your online experience using Google Chrome ▪ The potential for creativity and curiosity to be fostered using Chrome Apps and Extensions <p>Build Interactive Lessons</p> <ul style="list-style-type: none"> ▪ How to make your presentations look better and more effectively communicate your point ▪ How graphic design can help with your messaging ▪ How to add dynamic and engaging content into your presentations 			
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<ul style="list-style-type: none"> ▪ Where to find resources for class that other teachers have tried and recommend ▪ How apps can help engage your students ▪ How to enrich your STEM class with digital tools ▪ How to make science learning more interactive <p>Captivate Your Class with Video</p> <ul style="list-style-type: none"> ▪ Search and find content creators and videos using YouTube ▪ Identify best practices for using YouTube in the classroom ▪ Harness the YouTube subscription feature to develop a stream of top quality educational content ▪ Curate educational videos based on topic, genre, or standard in playlists ▪ Share videos through playlists, forms, and slides ▪ Create the optimal viewing experience for students by adjusting YouTube controls <div data-bbox="212 933 357 1096" data-label="Image"> </div> <p>Facilitate Group Work</p> <ul style="list-style-type: none"> ▪ How to create meaningful and effective collaboration in the classroom ▪ How to support collaborative learning with Google Docs and Drive ▪ How to assign and collect assignments using Classroom 			
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<ul style="list-style-type: none">▪ The ins-and-outs of using Google Docs to review group contributions▪ How Google Docs can support the writing and revision process▪ Best practices for driving discussion inside and outside of the classroom▪ How to choose the best tool to support synchronous and asynchronous discussion▪ To facilitate group work with a range of Google Tools. <div data-bbox="210 527 604 1201"><p>Grid of Google Tools icons:</p><ul style="list-style-type: none">DocsClassroomSheetsDriveCalendarKeepForms</div> <p>Promote Digital Citizenship and Positive Online Behavior</p> <ul style="list-style-type: none">▪ How to protect yourself with good, strong passwords▪ How to recognize hoaxes▪ What makes up your digital footprint			
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<ul style="list-style-type: none"> ▪ How to manage your online identity ▪ The importance of privacy settings ▪ How to build resilience to be able to handle challenges <p>Pre-Service SY21</p> <ol style="list-style-type: none"> 1. How to set up Jump Start Orientation Sessions for Students and their Families. Expectations Discussion 2. Gradebook Set up in Schoolmaster for Attendance Procedures 3. Questions About Technology 4. Overview of the teacher’s guides, updated pacing and how this was created with AzM2 blueprint - priority standards 5. ELA/Social Studies Cadre: Unit planning documents, review with school calendar, look over new social studies standards 6. Intervention Planning: How we plan to serve the bottom 25% in-person and virtually 7. Open Court K-3 - Ensure all teachers have accounts set up with access to materials. Add students to a virtual class and access online ‘assessments’ that can be uploaded into Google Classroom. Discuss the difference in green, red, and blue bands. 8. Science - Make sure that all teachers understand the new science standards, the progression of standards in 	<ol style="list-style-type: none"> 1. 1.School Principal 2. District IT Coordinator 3. District IT Coordinator 4. Math Teacher Cadre 5. ELA/Social Studies Teacher Cadre 6. Intervention Team 7. K-3 Teacher Cadre 8. Science Teacher Cadre 	<p>July 22-August 13, 2020</p>	<p>Teachers required to document attendance on Sign in Sheets</p>
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<p>K-8 and crosswalk activities</p> <p>9. Review what project-based learning can look like in-person and in Virtual projects for Distance Learning</p> <p>10. NWEA MAPS Training Overview of the testing platform, what data we collect and how it is used. Plan a schedule to get baseline and benchmark testing completed.</p> <p>11. Edulastic.com Platform Training 3rd- 8th Grade CFA I and CFA II Overview Ensure that all teachers have an account created in Edulastic.com</p> <p>12. Open Court Diagnostic K-3 Mammoth Math Baseline Creating online versions for Distance Learning Creating access for parents/students to take the</p> <p>13. How we provided Special Education Services in-person and virtually, including Student Study Team process, Direct Services, and Related Services ie: Speech/Language, Occupational Therapy</p> <p>On-Going Training</p> <p><u>Google Infusion:</u> <u>Scope of Work:</u> Teachers will use the various platforms utilized on the Blended Learning Platform "Classroom 2.0" to develop and present in a meaningful way to parents, enabling them to better support Students' Virtual Learning at home. These platforms include: Clever, Go Guardian, the Google Suites (Google Classroom, Google Sites, Google Maps, Google Meets, Google</p>	<p>9. Science Teacher Cadre</p> <p>10. Instructional Coach Academic Director</p> <p>11. Instructional Coach Academic Director</p> <p>12. Instructional Coach Academic Director</p> <p>13. Special Education Director</p>		<p>Teachers required to document attendance on Sign in Sheets</p>
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<p>Expeditions, Google Slides) Lessons will be recorded and made accessible to other teachers, parents, and students. Other Google Infusions that students will be using are: Socrative, Canva, Seesaw, Book Creator, We Video and Adobe Spark. These training will cover these programs</p>			
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List Specific Professional Development Topics That Will Be Covered

<ol style="list-style-type: none"> 1. Our priority for this year is to have all teachers participate in the Google Certified Educator Program. They were all excited to gain this deeper understanding of how to use the tools in Google Suites to implement instruction. These skills will carryover, to instruction post COVID. 2. Specific Training on our Curriculum serves to orient new teachers, but also allows returning teachers a chance to take a deeper dive into their curriculum before beginning the new school year. 3. Training on NWEA MAPS testing protocols and how to analyze data from the numerous reports available is essential for teachers to utilize this data to the fullest. 4. Edulastic.com is the evaluation tool we use to prepare students for the AzM2. This is given as a Cumulative Formative Assessment at the end of Term 1 and Term 2. The format of this assessment tool is the same as AzM2 and gives students an opportunity to practice for our annual state wide testing as well as students' mastery of the content of the Term. It is considered a Term Final. 5. OPEN COURT is the McGraw Hill Program that we use for our K-3 graders. The curriculum meets the requirements of Move on When Reading and now has lessons adapted for use online. K-3 teachers will be trained to fully implement these on these resources. 6. How we plan to provide Special Education in-person and virtually this year including related serves of Speech & Language Therapy and Occupational Therapy requires training for classroom teachers. 7. In addition, to direct Special Education Services, teachers will learn how to implement the Special Education Identification process virtually and how the Met and IEP Process will be managed.

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	YES	YES	YES
Personal Contact and Discussion	YES	YES	YES
Needs Assessment-Available data	YES	YES	YES
Other: SURVEY	YES	YES	YES
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	YES	YES	YES
WIFI Hot Spot	NA	NA	NA
Supplemental Utility Support (Internet)	YES	YES	YES
Other: COX COMMUNICATION STUDENT SERVICES	YES	YES	YES
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	YES	YES	YES
Extended Weekday Hours	NA	NA	NA
24/7 Support	NA	NA	NA
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>	1. <i>Clever for easy logon</i>	1. <i>EUREKA Math Program</i>	<i>Mammoth Math Skill Baseline Assessment: First 2 weeks of school</i> 1. <i>Google folder of diagnostics</i>	<i>EUREKA Mid & End of Modules during School Year (on-going)</i>

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	<ol style="list-style-type: none"> 2. <i>Go Guardian for Virtual Classroom</i> 3. <i>Google Suites including:</i> 4. <i>Google Calendar</i> 5. <i>Google Hangouts</i> 6. <i>Google Meets</i> 7. <i>Google Classroom</i> 8. <i>Google Slides</i> 9. <i>Google Sites</i> 10. <i>Google Docs</i> 11. <i>YouTube videos from the EUREKA Math Program Curriculum</i> 12. <i>Teacher created Videos using We-Video</i> 13. <i>Google Infusions: Padlet, Canva, Book Creator and Adobe -Spark</i> 14. <i>Live Streaming using document camera</i> 15. <i>Recording the lesson in real time with the in-person students on campus.</i> 16. <i>Students at home will see their teacher and classmates in real time. They will be able to communicate and sing songs together.</i> 	<ol style="list-style-type: none"> 2. <i>Google Folder of Curriculum resources (grade level pdf modules, teacher & student editions, exit tickets, pacing guides)</i> 	<ol style="list-style-type: none"> 2. Baseline Assessment Scoring Sheets <p>Term 1- Benchmark 1</p> <ol style="list-style-type: none"> 1. <i>End of Module 1 Assessment</i> 2. <i>End of Module 2 Assessment</i> 3. <i>Modules and Concepts:</i> 4. <i>Mod 1: Numbers 10-43 instructional days</i> 5. <i>Mod 2: 2-D and 3-D Shapes – 12 instructional days</i> 6. <i>Mod 3: Comparison of Length, Weight, Capacity and Numbers to 10 - Topic A only 3 days of instruction</i> <p>Term 2- Benchmark</p> <ol style="list-style-type: none"> 1. <i>Module 3 Assessment</i> 2. <i>Modules and Concepts Covered:</i> 3. <i>Mod 3: Comparison of Length, Weight, Capacity and Numbers to 10 - 35 days of instruction</i> 4. <i>Mod 4: Number Pairs, Addition and Subtraction to 10 - 35 instructional days</i> <p>Term 3 – Benchmark 3</p> <ol style="list-style-type: none"> 1. <i>Module 4 Assessment</i> 2. <i>Module 5 Assessment</i> 3. <i>Module 6 Assessment</i> 4. <i>Modules and Concepts covered:</i> 5. <i>Mod 4: Number Pairs, Addition and Subtraction to 10 - 12 instructional days</i> 6. <i>Mod 5: Numbers 10 -20 and counting to 100 - 30 instructional days</i> 7. <i>Mod 6: Analyzing, Comparing, and Composing Shapes - 10 instructional days</i> 	<ol style="list-style-type: none"> 1. Google folder of curriculum resources (grade level pdf modules, teacher & student editions, exit tickets, pacing guides) 2. Greatminds.org 3. Eureka Math - Acing the Pacing Training Video <p><i>NWEA MAPS Diagnostic and 2 times per year</i></p>
<p>1-3</p>	<ol style="list-style-type: none"> 1. <i>Clever for easy logon</i> 	<p>EUREKA Math Program</p>	<p>Mammoth Math Skill Baseline Assessment: First 2 weeks of school</p>	

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	<ol style="list-style-type: none"> 2. <i>Go Guardian for Virtual Classroom</i> 3. <i>Google Suites including:</i> 4. <i>Google Calendar</i> 5. <i>Google Hangouts</i> 6. <i>Google Meets</i> 7. <i>Google Classroom</i> 8. <i>Google Slides</i> 9. <i>Google Sites</i> 10. <i>Google Docs</i> 11. <i>YouTube videos from the EUREKA Math Program Curriculum</i> 12. <i>Teacher created Videos using We-Video</i> 13. <i>Google Infusions: Padlet, Canva, Book Creator and Adobe -Spark, and Socrative</i> 14. <i>Teacher created videos using We-Video</i> 15. <i>Live Streaming using document camera</i> 16. <i>Recording the lesson in real time with the in-person students on campus.</i> 17. <i>Students at home will see their teacher and classmates in real time.</i> 		<p>FIRST GRADE</p> <p>Term 1-Benchmark</p> <ol style="list-style-type: none"> 1. Module 1 Assessment 2. Modules and Concepts Covered: 3. Mod 1: Sums and Differences to 10 - 45 instructional days 4. Mod 2: Intro to place value through addition and subtraction within 20 - 15 days of instruction <p>Term 2-Benchmark</p> <ol style="list-style-type: none"> 1. <i>Module 2 Assessment</i> 2. <i>Module 3 Assessment</i> 3. <i>Modules and Concepts Covered:</i> 4. <i>Mod 2: Intro to place value through addition and subtraction within 20 - 20 days of instruction</i> 5. <i>Mod 3: Ordering and Comparing Length measurements as numbers - 15 days of instruction</i> 6. <i>Mod 4: Place Value, Comparison, Addition and Subtraction to 40 - 25 days of instruction</i> <p>Term3-Benchmark</p> <ol style="list-style-type: none"> 1. Module 4 Assessment 2. Module 5 Assessment 3. Module 6 Assessment 4. Modules and Concepts Covered: 5. Mod 4: Place Value, Comparison, Addition and Subtraction to 40 - 10 days of instruction 6. Mod 5: Identifying, Composing, and Partitioning Shapes - 15 instructional days 7. Mod 6: Place Value, Comparison, Addition and 	<p><i>NWEA MAPS Diagnostic and 2 times per year</i></p>
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			<p>Subtraction to 100 - 35 days of instruction</p> <p>SECOND GRADE</p> <p>Term 1-Benchmarks</p> <ol style="list-style-type: none"> 1. Module 1 Assessment 2. Module 2 Assessment 3. Module 3 Assessment 4. Modules and Concepts Covered: 5. Mod 1: Sums and Differences to 100 - 10 instructional days 6. Mod 2: Addition and Subtraction of Length Units - 12 Instructional days 7. Mod 3: Place value, counting, and Comparison of numbers to 1,000 - 25 instructional days 8. Mod 4: Addition and Subtraction within 200 and word problems within 100 - 13 instructional days <p>Term 2-Benchmarks</p> <ol style="list-style-type: none"> 1. Module 4 Assessment 2. Module 5 Assessment 3. Modules and Concepts Covered: 4. Mod 4: Addition and Subtraction within 200 and word problems within 100 - 22 instructional days 5. Mod 5: Addition and Subtraction within 1,000 with word problems to 100 - 24 instructional days 6. Mod 6: Foundations of Multiplication and Division - <p>Term 3- Benchmarks</p> <ol style="list-style-type: none"> 9. Module 6 Assessment 10. Module 7 Assessment 11. Module 8 Assessment 12. Modules and Concepts Covered: 	<p><i>NWEA MAPS Diagnostic and 2 times per year</i></p>
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			<p>13. Mod 6: Foundations of Multiplication and Division - 10 instructional days</p> <p>14. Mod 7: Problem solving with length, money and data - 30 instructional days</p> <p>15. Mod 8: Time, shapes, and fractions as equal parts of shapes - 20 instructional days</p> <p>THIRD GRADE Term 1- Benchmarks Assessment CFA</p> <ol style="list-style-type: none"> 1. Module 1 Assessment 2. Module 3 Assessment 3. Modules and Concepts Covered: 4. Mod 1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 - 25 Days of Instruction 5. Mod 3: Multiplication and Division with Units of 0, 1, 6-9 and Multiples of 10 - 25 days of instruction 6. Mod 2: Place Value and Problem Solving with Units of Measure - 10 days of instruction <p>Term 2-Benchmarks Assessment CFA II</p> <ol style="list-style-type: none"> 1. Module 2 Assessment 2. Module 4 Assessment 3. Module 6 Assessment 4. Modules and Concepts Covered: 5. Mod 2: Place Value and Problem Solving with Units of Measure - 15 days of instruction 6. Mod 4: Multiplication of Area - 20 days of Instruction 7. Mod 6: Collecting and Displaying Data - 10 days of instruction 	<p><i>NWEA MAPS Diagnostic and 2 times per year</i></p>
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			<p>8. Mod 7: Geometry and Measurement Word Problems</p> <p>Term 3-Benchmarks AzM2/NWEA MAPS</p> <ol style="list-style-type: none"> 1. Module 7 Assessment 2. Mod 7: 35 days of instruction 3. Mod 5: Fractions as Numbers on the Number Line - 35 days of instruction 	
4-6	<ol style="list-style-type: none"> 1. <i>Clever for easy logon</i> 2. <i>Go Guardian for Virtual Classroom</i> 3. <i>Google Suites including:</i> 4. <i>Google Calendar</i> 5. <i>Google Hangouts</i> 6. <i>Google Meets</i> 7. <i>Google Classroom</i> 8. <i>Google Slides</i> 9. <i>Google Sites</i> 10. <i>Google Docs</i> 11. <i>YouTube videos from the EUREKA Math Program Curriculum</i> 12. <i>Teacher created Videos using We-Video</i> 13. <i>Google Infusions: Padlet, Canva, Book Creator and Adobe -Spark, and Socrative</i> 14. <i>Teacher created videos using We-Video</i> 15. <i>Live Streaming using document camera</i> 16. <i>Recording the lesson in real time with the in-person students on campus.</i> 	EUREKA Math Program	<p>FOURTH GRADE</p> <p>Diagnostic: NWEA MAPS</p> <p>First two weeks of school</p> <p>Term 1- Benchmarks</p> <p>Assessment CFA I</p> <ol style="list-style-type: none"> 1. Module 1 Assessment 2. Modules and Concepts Covered: 3. Mod 1: Place Value, Rounding, and Algorithms for Addition and Subtraction - 25 days of instruction 4. Mod 3: Multi-Digit Multiplication & Division - 35 days of instruction <p>Term 2-Benchmarks</p> <p>Assessment CFA II</p> <ol style="list-style-type: none"> 5. Module 3 Assessment 6. Module 5 Assessment 7. Modules and Concepts Covered: 8. Mod 3: Multi-Digit Multiplication & Division - 8 days of instruction 9. Mod 5: Fraction Equivalence, Ordering, and Operations - 45 days of instruction 10. Mod 6: Decimal Fractions <p>Term 3- Benchmarks</p> <p>AzM2/ NWEA MAPS</p> <ol style="list-style-type: none"> 1. Module 6 Assessment 2. Module 7 Assessment 	NWEA MAPS Diagnostic and 2 times per year

	<p>17. <i>Students at home will see their teacher and classmates in real time.</i></p>		<ol style="list-style-type: none"> 3. Module 4 Assessment 4. Modules and Concepts Covered: 5. Mod 6: Decimal Fractions - 13 days of instruction 6. Mod 7: Exploring Measurement and Multiplication - 20 days of instruction 7. Mod 4: Angle Measure and Plane Figures <p>FIFTH GRADE Diagnostic: NWEA MAPS First two weeks of school</p> <p>Term 1- Benchmarks Assessment CFA I</p> <ol style="list-style-type: none"> 1. Module 1 Assessment 2. Module 2 Assessment 3. <u>Modules and Concepts covered:</u> 4. Mod1: Place Value and Decimal Fraction - 20 days 5. Mod2: Multi-Digit Whole Number and Decimal Fraction Operations - 35 days of instruction 6. Mod 3: Addition and Subtraction of Fractions - 5 days of instruction <p>Term 2- Benchmarks Assessment CFA II</p> <ol style="list-style-type: none"> 1. Module 3 Assessment 2. Module 4 Assessment 3. Mod3: Addition and Subtraction of Fractions - 17 days of instruction 4. Mod4: Multiplication and Division of Fractions and Decimal Fractions - 38 days of instruction 5. Mod 5: Addition and Multiplication with Volume and Area - 5 days of instruction 	<p><i>NWEA MAPS Diagnostic and 2 times per year</i></p>
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			<p>Term 3- Benchmarks AzM2/NWEA MAPS</p> <ol style="list-style-type: none"> 1. Module 5 Assessment 2. Module 6 Assessment 3. <u>Modules and Concepts covered:</u> 4. Mod 5: Addition and Multiplication with Volume and Area - 20 days of instruction 5. Mod 6: Problem Solving with the Coordinate Plane - 40 days of instruction <p>SIXTH GRADE Diagnostic: NWEA MAPS First two weeks of school</p> <p>Term 1- Benchmarks Assessment CFA I</p> <ol style="list-style-type: none"> 1. Module 2 Assessment 2. Module 3 Assessment 3. <u>Modules and Concepts covered:</u> 4. Mod 2: Arithmetic Operations including Division of Fractions - 25 days of instruction 5. Mod 3: Rational Numbers - 25 days of instruction 6. Mod 4: Expressions and Equations - 10 days of instruction <p>Term 2-Benchmarks Assessment CFA II</p> <ol style="list-style-type: none"> 1. Module 4 Assessment 2. <u>Modules and Concepts covered:</u> 3. Mod 4: Expressions and Equations - 35 days of instruction 4. Mod 1: Ratios and Unit Rates - 25 days of instruction 	<p><i>NWEA MAPS Diagnostic and 2 times per year</i></p>
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			<p>Term 3-Benchmark AzM2/ NWEA MAPS</p> <ol style="list-style-type: none"> 1. Module 1 Assessment 2. Module 5 Assessment 3. Module 6 Assessment 4. <u>Modules and Concepts covered:</u> 5. Mod 1: Ratios and Unit Rates - 10 days of instruction 6. Mod 5: Area, Surface, Area, and Volume Problems - 25 days of instruction 7. Mod 6: Statistics - 25 days of instruction 	
7-8	<ol style="list-style-type: none"> 1. 1.Clever for easy logon 2. Go Guardian for Virtual Classroom 3. Google Suites including: 4. Google Calendar 5. Google Hangouts 6. Google Meets 7. Google Classroom 8. Google Slides 9. Google Sites 10. Google Docs 11. YouTube videos from the EUREKA Math Program Curriculum 12. Teacher created Videos using We-Video 13. Google Infusions: Padlet, Canva, Book Creator and Adobe -Spark, and Socrative 14. Teacher created videos using We-Video 15. Live Streaming using document camera 		<p>SEVENTH GRADE Diagnostic: NWEA MAP First two weeks of school</p> <p>Term 1-Benchmarks Assessment CFA I</p> <ol style="list-style-type: none"> 1. Module 5 Assessment 2. Module 6 Assessment 3. <u>Modules and Concepts covered:</u> 4. Mod 5: Statistics and Probability - 25 days of instruction 5. Mod 6: Geometry - 35 days of instruction <p>Term 2-Benchmarks Assessment CFA II</p> <ol style="list-style-type: none"> 1. Module 3 Assessment 2. <u>Modules and Concepts covered:</u> 3. Mod 3: Expressions and Equations - 35 days of instruction 4. Mod 1: Ratios and Proportional Relationships - 25 days of instruction <p>Term 3- Benchmarks</p>	NWEA MAPS Diagnostic and 2 times per year

	<p>16. Recording the lesson in real time with the in-person students on campus.</p> <p>17. Students at home will see their teacher and classmates in real time</p>		<p>Assessment CFA II AzM2 / NWEA MAPS</p> <ol style="list-style-type: none"> 1. Module 1 Assessment 2. Module 2 Assessment 3. Module 3 Assessment 4. <u>Modules and Concepts covered:</u> 5. Mod 1: Ratios and Proportional Relationships 6. -5 days of instruction 7. Mod 2: Rational Numbers - 30 days of instruction - 30 days of instruction 8. Mod 4: Percent and Proportional Relationships <p>EIGHTH GRADE Diagnostic: NWEA MAPS First two weeks of school</p> <p>Term 1-Benchmarks Assessment CFA I</p> <ol style="list-style-type: none"> 1. Module 1 Assessment 2. Module 4 Assessment 3. <u>Modules and Concepts covered:</u> 4. Mod 1: Integer Exponents and Scientific Notation - 20 days of instruction 5. Mod 4: Linear Equations - 40 days of instruction <p>Term 2-Benchmarks Assessment CFA II</p> <ol style="list-style-type: none"> 1. Module 5 Assessment 2. Module 6 Assessment 3. <u>Modules and Concepts covered:</u> 4. Mod 5: Examples of Functions from Geometry - 15 days of instruction 5. Mod 6: Linear Functions - 20 days of instruction 6. Mod 7: Introduction to irrational Numbers using 	<p><i>NWEA MAPS Diagnostic and 2 times per year</i></p>
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			<p>Geometry - 25 days of instruction</p> <p>TERM 3-Benchmarks AzM2 / NWEA MAPS</p> <ol style="list-style-type: none"> 1. Module 7 Assessment 2. <u>Modules and Concepts covered:</u> 3. Mod 7: Introduction to irrational Numbers Using Geometry - 10 days of instruction 4. Mod 2: The concept of congruence - 25 days of instruction 5. Mod 3: Similarity - 25 days of instruction 	
9-12	NA	NA	NA	NA

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>Google Classroom</i>	<i>OPEN COURT CURRICULUM</i>	<p><i>Diagnostic Assessment</i> <i>First 2 weeks of School</i></p> <p>KINDERGARTEN Term 1- Benchmarks</p> <ol style="list-style-type: none"> 1. After 6 weeks of Instruction - Unit 2: Lesson 3 2. (35 instructional days) 3. End of Unit Assessments every 3 weeks 4. Off to school (15 instructional days) 5. Let's be Kind (15 instructional days) 6. What's the Weather (15 instructional days) 7. Pushes and Pulls (10 instructional days) 	<p>OPEN COURT <i>NWEA MAPS Diagnostic and 2 times per year</i></p>

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			<p>Term 2-Benchmarks</p> <ol style="list-style-type: none"> 1. After 6 weeks of Instruction - Unit 6: Lesson 3 2. (35 instructional days) 3. End of Unit Assessments every 3 weeks 4. Pushes and Pulls (5 instructional days) 5. Home, Sweet Home (15 instructional days) 6. Our Country, Our Cultures (15 instructional days) 7. Ready, Set, Grow (15 instructional days) 8. Animal Homes (10 Instructional days) <p>Term3-Benchmarks</p> <ol style="list-style-type: none"> 1. After 12 Weeks of Instruction - Unit 12: Lesson 3 2. (90 instructional days) 3. End of Unit Assessments every 3 weeks 4. Animal Homes (5 instructional days) 5. Rules We Follow (15 instructional days) 6. Great Americans (15 instructional days) 7. Color Your World (15 instructional days) 8. Stripes, Spots and Dots (15 instructional days) 	
1-3	<ol style="list-style-type: none"> 1. <i>1.Clever for easy logon</i> 2. <i>Go Guardian for Virtual Classroom</i> 3. <i>Google Suites including:</i> 4. <i>Google Calendar</i> 5. <i>Google Hangouts</i> 6. <i>Google Meets</i> 7. <i>Google Classroom</i> 8. <i>Google Slides</i> 9. <i>Google Sites</i> 	OPEN COURT CURRICULUM	<p>Diagnostic Assessment First 2 weeks of school</p> <p>FIRST GRADE</p> <p>Term 1-Benchmarks</p> <ol style="list-style-type: none"> 1. After 6 weeks of instruction - Unit 2: Lesson 3 2. (35 days of instruction) 3. End of Unit Assessments every 3 weeks 4. Back to School (15 instructional days) 	OPEN COURT NWEA MAPS Diagnostic and 2 times per year

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	<p>10. <i>Google Docs</i></p> <p>11. <i>YouTube videos from the EUREKA Math Program Curriculum</i></p> <p>12. <i>Teacher created Videos using We-Video</i></p> <p>13. <i>Google Infusions: Padlet, Canva, Book Creator and Adobe -Spark, and Socrative</i></p> <p>14. <i>Teacher created videos using We-Video</i></p> <p>15. <i>Live Streaming using document camera</i></p> <p>16. <i>Recording the lesson in real time with the in-person students on campus.</i></p> <p>17. <i>Students at home will see their teacher and classmates in real time</i></p>		<p>5. <i>Be My Friend (15 instructional days)</i></p> <p>6. <i>Science Cycles (15 days of instruction)</i></p> <p>7. <i>Light and Sound (10 days of instruction)</i></p> <p>Term 2-Benchmarks</p> <p>1. <i>After 6 weeks of instruction - Unit 6: Lesson 3</i></p> <p>2. <i>(35 days of instruction)</i></p> <p>3. <i>End of Unit Assessments every 3 weeks</i></p> <p>4. <i>Light and Sound (5 days of instruction - extends through term 2)</i></p> <p>5. <i>Around Our Town (15 days of instruction)</i></p> <p>6. <i>Around our World (15 days of instruction)</i></p> <p>7. <i>Roots and Seeds (15 days of instruction)</i></p> <p>8. <i>Animals From Head to Toe (10 days of instruction)</i></p> <p>Term 3-Benchmarks</p> <p>1. <i>After 12 weeks of instruction - Unit 12: Lesson 2</i></p> <p>2. <i>(60 days of instruction)</i></p> <p>3. <i>End of Unit Assessments every 3 weeks</i></p> <p>4. <i>Animals from Head to Toe (5 days of instruction - extends through term 2)</i></p> <p>5. <i>Red, White, and Blue (15 days of instruction)</i></p> <p>6. <i>Red, White, and Blue (15 days of instruction)</i></p> <p>7. <i>Art for All (15 days of instruction)</i></p> <p>8. <i>Art in Motion (15 days of instruction)</i></p> <p>SECOND GRADE</p> <p>Term 1-Benchmarks</p> <p>1. <i>After 6 weeks of instruction - Unit 1: Lesson 6</i></p>	<p><i>OPEN COURT</i></p> <p><i>NWEA MAPS Diagnostic and 2 times per year</i></p>
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			<ul style="list-style-type: none"> 2. End of Unit Assessments every 6 weeks 3. Teamwork (35 days of instruction) 4. Earth in Action (35 days of instruction) <p>Term 2-Benchmarks</p> <ul style="list-style-type: none"> 1. After 7 weeks of instruction - Unit 3: Lesson 6 2. End of Unit Assessments every 6 weeks 3. Earth in Action (5 days of instruction) 4. My Community At Work (35 days of instruction) 5. Plants and Animals (30 days of instruction) <p>Term3-Benchmarks</p> <ul style="list-style-type: none"> 1. After 12 weeks of instruction - Unit 6: Lesson 5 2. End of Unit Assessments every 6 weeks 3. Plants and Animals (5 days of instruction) 4. Citizenship (35 days of instruction) 5. Story Time (35 days of instruction) <p>THIRD GRADE Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</p> <p>Term 2 -Benchmarks CFA Term II End if Unit Assessment</p> <p>Term 3-Benchmarks AzM2 / NWEA MAPS</p>	<p>OPEN COURT NWEA MAPS Diagnostic and 2 times per year</p>
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<p>4-6</p>	<ol style="list-style-type: none"> 1. <i>Clever for easy logon</i> 2. <i>Go Guardian for Virtual Classroom</i> 3. <i>Google Suites including:</i> 4. <i>Google Calendar</i> 5. <i>Google Hangouts</i> 6. <i>Google Meets</i> 7. <i>Google Classroom</i> 8. <i>Google Slides</i> 9. <i>Google Sites</i> 10. <i>Google Docs</i> 11. <i>YouTube videos from the EUREKA Math Program Curriculum</i> 12. <i>Teacher created Videos using We-Video</i> 13. <i>Google Infusions: Padlet, Canva, Book Creator and Adobe -Spark, and Socrative</i> 14. <i>Teacher created videos using We-Video</i> 15. <i>Live Streaming using document camera</i> 16. <i>Recording the lesson in real time with the in-person students on campus.</i> 17. <i>Students at home will see their teacher and classmates in real time</i> 	<p><i>Teacher Created Unit Plans Aligned & Integrated with new Social Studies Standards ELA/SS Implementation Plan Completed in SY20</i></p>	<p>FOURTH GRADE</p> <p><i>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks CFA Term II End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks AzM2 / NWEA MAPS</i></p> <p>FIFTH GRADE</p> <p><i>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks CFA Term II End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks AzM2 / NWEA MAPS</i></p> <p>SIXTH GRADE</p> <p><i>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks CFA Term II End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks AzM2 / NWEA MAPS</i></p>	<p><i>NWEA MAPS Diagnostic and 2 times per year AZM2</i></p> <p><i>NWEA MAPS Diagnostic and 2 times per year AZM2</i></p> <p><i>NWEA MAPS Diagnostic and 2 times per year AZM2</i></p>
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<p>7-8</p>	<ol style="list-style-type: none"> 1. <i>Clever for easy logon</i> 2. <i>Go Guardian for Virtual Classroom</i> 3. <i>Google Suites including:</i> 4. <i>Google Calendar</i> 5. <i>Google Hangouts</i> 6. <i>Google Meets</i> 7. <i>Google Classroom</i> 8. <i>Google Slides</i> 9. <i>Google Sites</i> 10. <i>Google Docs</i> 11. <i>YouTube videos from the EUREKA Math Program Curriculum</i> 12. <i>Teacher created Videos using We-Video</i> 13. <i>Google Infusions: Padlet, Canva, Book Creator and Adobe -Spark, and Socrative</i> 14. <i>Teacher created videos using We-Video</i> 15. <i>Live Streaming using document camera</i> 16. <i>Recording the lesson in real time with the in-person students on campus.</i> 17. <i>Students at home will see their teacher and classmates in real time</i> 	<p><i>Teacher Created Unit Plans Aligned & Integrated with new Social Studies Standards ELA/SS Implementation Plan Completed in SY20</i></p>	<p>SEVENTH GRADE</p> <p><i>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks CFA Term II End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks AzM2 / NWEA MAPS</i></p> <p>EIGHTH GRADE</p> <p><i>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks CFA Term II End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks AzM2 / NWEA MAPS</i></p>	<p><i>NWEA MAPS Diagnostic and 2 times per year AZM2</i></p> <p><i>NWEA MAPS Diagnostic and 2 times per year AZM2</i></p>
<p>9-12</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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>Project based</i>	<i>OPEN COURT CURRICULUM</i>	<i>Integrated in OPEN COURT See ELA Benchmarks for End of Unit Assessments</i>	<i>OPEN COURT NWEA MAPS Diagnostic and 2 times per year</i>
1-3	<ol style="list-style-type: none"> 1. <i>Clever for easy logon</i> 2. <i>Go Guardian for Virtual Classroom</i> 3. <i>Google Suites including:</i> 4. <i>Google Calendar</i> 5. <i>Google Hangouts</i> 6. <i>Google Meets</i> 7. <i>Google Classroom</i> 8. <i>Google Slides</i> 9. <i>Google Sites</i> 10. <i>Google Docs</i> 11. <i>YouTube videos from the EUREKA Math Program Curriculum</i> 12. <i>Teacher created Videos using We-Video</i> 13. <i>Google Infusions: Padlet, Canva, Book Creator and Adobe -Spark, and Socrative</i> 14. <i>Teacher created videos using We-Video</i> 15. <i>Live Streaming using document camera</i> 16. <i>Recording the lesson in real time with the in-person students on campus.</i> 17. <i>Students at home will see their teacher and classmates in real time</i> 	<i>OPEN COURT CURRICULUM</i>	<p>FIRST GRADE <i>Integrated in OPEN COURT See ELA Benchmarks for End of Unit Assessments</i></p> <p>SECOND GRADE <i>Integrated in OPEN COURT See ELA Benchmarks for End of Unit Assessments</i></p> <p>THIRD GRADE</p> <p>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</p> <p>Term 2 -Benchmarks CFA Term II End if Unit Assessment</p> <p>Term 3-Benchmarks AzM2 / NWEA MAPS</p>	<p><i>OPEN COURT NWEA MAPS Diagnostic and 2 times per year</i></p> <p><i>OPEN COURT NWEA MAPS Diagnostic and 2 times per year</i></p> <p><i>OPEN COURT NWEA MAPS Diagnostic and 2 times per year AZM2</i></p>

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<p>4-6</p>	<ol style="list-style-type: none"> 1. <i>Clever for easy logon</i> 2. <i>Go Guardian for Virtual Classroom</i> 3. <i>Google Suites including:</i> 4. <i>Google Calendar</i> 5. <i>Google Hangouts</i> 6. <i>Google Meets</i> 7. <i>Google Classroom</i> 8. <i>Google Slides</i> 9. <i>Google Sites</i> 10. <i>Google Docs</i> 11. <i>YouTube videos from the EUREKA Math Program Curriculum</i> 12. <i>Teacher created Videos using We-Video</i> 13. <i>Google Infusions: Padlet, Canva, Book Creator and Adobe -Spark, and Socrative</i> 14. <i>Teacher created videos using We-Video</i> 15. <i>Live Streaming using document camera</i> 16. <i>Recording the lesson in real time with the in-person students on campus.</i> 17. <i>Students at home will see their teacher and classmates in real time</i> 	<p><i>Teacher Created Unit Plans with New Standards Science Teacher Cadre</i></p> <p>https://www.azed.gov/standards-practices/k-12standards/standards-science/Science Planning SY 20-21</p>	<p>FOURTH GRADE</p> <p><i>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks CFA Term II End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks AzM2 / NWEA MAPS</i></p> <p>FIFTH GRADE</p> <p><i>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks CFA Term II End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks AzM2 / NWEA MAPS</i></p> <p>SIXTH GRADE</p> <p><i>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks CFA Term II End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks AzM2 / NWEA MAPS</i></p>	<p><i>NWEA MAPS Diagnostic and 2 times per year AZM2</i></p> <p><i>NWEA MAPS Diagnostic and 2 times per year AZM2</i></p> <p><i>NWEA MAPS Diagnostic and 2 times per year AZM2</i></p>
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<p>7-8</p>	<ol style="list-style-type: none"> 1. <i>Clever for easy logon</i> 2. <i>Go Guardian for Virtual Classroom</i> 3. <i>Google Suites including:</i> 4. <i>Google Calendar</i> 5. <i>Google Hangouts</i> 6. <i>Google Meets</i> 7. <i>Google Classroom</i> 8. <i>Google Slides</i> 9. <i>Google Sites</i> 10. <i>Google Docs</i> 11. <i>YouTube videos from the EUREKA Math Program Curriculum</i> 12. <i>Teacher created Videos using We-Video</i> 13. <i>Google Infusions: Padlet, Canva, Book Creator and Adobe -Spark, and Socrative</i> 14. <i>Teacher created videos using We-Video</i> 15. <i>Live Streaming using document camera</i> 16. <i>Recording the lesson in real time with the in-person students on campus.</i> 17. <i>Students at home will see their teacher and classmates in real time</i> 	<p><i>Teacher Created Unit Plans with New Standards</i> <i>Science Teacher Cadre</i></p> <p>https://www.azed.gov/standards-practices/k-12standards/standards-science/Science Planning SY 20-21</p>	<p>SEVENTH GRADE</p> <p><i>Term 1-Benchmarks</i> <i>Diagnostic -NWEA MAP</i> <i>First Two Weeks of School</i> <i>CFA Term 1</i> <i>End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks</i> <i>CFA Term II</i> <i>End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks</i> <i>AzM2 / NWEA MAPS</i></p> <p>EIGHTH GRADE</p> <p><i>Term 1-Benchmarks</i> <i>Diagnostic -NWEA MAP</i> <i>First Two Weeks of School</i> <i>CFA Term 1</i> <i>End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks</i> <i>CFA Term II</i> <i>End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks</i> <i>AzM2 / NWEA MAPS</i></p>	<p><i>NWEA MAPS Diagnostic and 2 times per year</i> <i>AZM2</i></p> <p><i>NWEA MAPS Diagnostic and 2 times per year</i> <i>AZM2</i></p>
<p>9-12</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas) Social Studies				
	<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>Google Classroom</i>	<i>OPEN COURT CURRICULUM</i>	<i>Integrated in OPEN COURT See ELA Benchmarks for End of Unit Assessments</i>	<i>OPEN COURT NWEA MAPS Diagnostic and 2 times per year</i>
1-3	<ol style="list-style-type: none"> 1. <i>Clever for easy logon</i> 2. <i>Go Guardian for Virtual Classroom</i> 3. <i>Google Suites including:</i> 4. <i>Google Calendar</i> 5. <i>Google Hangouts</i> 6. <i>Google Meets</i> 7. <i>Google Classroom</i> 8. <i>Google Slides</i> 9. <i>Google Sites</i> 10. <i>Google Docs</i> 11. <i>YouTube videos from the EUREKA Math Program Curriculum</i> 12. <i>Teacher created Videos using We-Video</i> 13. <i>Google Infusions: Padlet, Canva, Book Creator and Adobe -Spark, and Socrative</i> 14. <i>Teacher created videos using We-Video</i> 15. <i>Live Streaming using document camera</i> 16. <i>Recording the lesson in real time with the in-person students on campus.</i> 17. <i>Students at home will see their teacher and classmates in real time</i> 	<i>OPEN COURT CURRICULUM</i>	<p>FIRST GRADE</p> <p><i>Integrated in OPEN COURT See ELA Benchmarks for End of Unit Assessments</i></p> <p>SECOND GRADE</p> <p><i>Integrated in OPEN COURT See ELA Benchmarks for End of Unit Assessments</i></p> <p>THIRD GRADE</p> <p>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</p> <p>Term 2 -Benchmarks CFA Term II End if Unit Assessment</p> <p>Term 3-Benchmarks AzM2 / NWEA MAPS</p>	<p><i>OPEN COURT NWEA MAPS Diagnostic and 2 times per year</i></p> <p><i>OPEN COURT NWEA MAPS Diagnostic and 2 times per year</i></p> <p><i>OPEN COURT NWEA MAPS Diagnostic and 2 times per year AzM2</i></p>

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<p>4-6</p>	<ol style="list-style-type: none"> 1. <i>Clever for easy logon</i> 2. <i>Go Guardian for Virtual Classroom</i> 3. <i>Google Suites including:</i> 4. <i>Google Calendar</i> 5. <i>Google Hangouts</i> 6. <i>Google Meets</i> 7. <i>Google Classroom</i> 8. <i>Google Slides</i> 9. <i>Google Sites</i> 10. <i>Google Docs</i> 11. <i>YouTube videos from the EUREKA Math Program Curriculum</i> 12. <i>Teacher created Videos using We-Video</i> 13. <i>Google Infusions: Padlet, Canva, Book Creator and Adobe -Spark, and Socrative</i> 14. <i>Teacher created videos using We-Video</i> 15. <i>Live Streaming using document camera</i> 16. <i>Recording the lesson in real time with the in-person students on campus.</i> 17. <i>Students at home will see their teacher and classmates in real time</i> 	<p><i>Teacher Created Unit Plans Aligned & Integrated with new Social Studies Standards ELA/SS Implementation Plan Completed in SY20</i></p>	<p>FOURTH GRADE</p> <p><i>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks CFA Term II End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks AzM2 / NWEA MAPS</i></p> <p>FIFTH GRADE</p> <p><i>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks CFA Term II End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks AzM2 / NWEA MAPS</i></p> <p>SIXTH GRADE</p> <p><i>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks CFA Term II End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks AzM2 / NWEA MAPS</i></p>	<p><i>NWEA MAPS Diagnostic and 2 times per year AzM2</i></p> <p><i>NWEA MAPS Diagnostic and 2 times per year AzM2</i></p> <p><i>NWEA MAPS Diagnostic and 2 times per year AzM2</i></p>
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<p>7-8</p>	<ol style="list-style-type: none"> 1. <i>Clever for easy logon</i> 2. <i>Go Guardian for Virtual Classroom</i> 3. <i>Google Suites including:</i> 4. <i>Google Calendar</i> 5. <i>Google Hangouts</i> 6. <i>Google Meets</i> 7. <i>Google Classroom</i> 8. <i>Google Slides</i> 9. <i>Google Sites</i> 10. <i>Google Docs</i> 11. <i>YouTube videos from the EUREKA Math Program Curriculum</i> 12. <i>Teacher created Videos using We-Video</i> 13. <i>Google Infusions: Padlet, Canva, Book Creator and Adobe -Spark, and Socrative</i> 14. <i>Teacher created videos using We-Video</i> 15. <i>Live Streaming using document camera</i> 16. <i>Recording the lesson in real time with the in-person students on campus.</i> 17. <i>Students at home will see their teacher and classmates in real time</i> 	<p><i>Teacher Created Unit Plans Aligned & Integrated with new Social Studies Standards ELA/SS Implementation Plan Completed in SY20</i></p>	<p>SEVENTH GRADE</p> <p><i>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks CFA Term II End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks AzM2 / NWEA MAPS</i></p> <p>EIGHTH GRADE</p> <p><i>Term 1-Benchmarks Diagnostic -NWEA MAP First Two Weeks of School CFA Term 1 End of Unit Assessment</i></p> <p><i>Term 2 -Benchmarks CFA Term II End if Unit Assessment</i></p> <p><i>Term 3-Benchmarks AzM2 / NWEA MAPS</i></p>	<p><i>NWEA MAPS Diagnostic and 2 times per year AzM2</i></p> <p><i>NWEA MAPS Diagnostic and 2 times per year AzM2</i></p>
<p>9-12</p>	<p>NA</p>	<p>NA</p>		

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

We provided virtual Summer School for over 300 students K-8 in June 2020. As the school year begins, we are adding the live streaming component to give the students the 'feel' of a traditional classroom. Then when students return to school all together in-person, they will all have had the same lessons.

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. Create schedules that allow for the direct provision of services either virtually or in-person.	1. Special Education Staff	1. Schedules will be created prior to the first week of school (Aug 27)	1. Schedules
2. Schedule time to communicate with parents to answer questions	2. Special Education Staff	2. Weekly	2. Schedule with time built in
3. Collect initial progress measure on all IEP goals	3. Special Education Staff	3. Prior to the first week of school (Aug17)	3. Progress data
4. Conduct IEPs virtually	4. Special Education Staff	4. As they are due, throughout the school year	4. IEP Documents
5. Conduct evaluations virtually	5. Special Education Staff	5. As they are due, throughout the school year	5. MET Documents
6. Meet with general education staff to review and discuss instructional adaptations in IEPs	6. Special Education Staff	6. Prior to the first week of school (Aug 17)	6. Signed IEP info sheets
	7. Special Education Staff		

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7. Provide virtual professional development on the student support team process and the philosophy of education.	8. Special Education Staff	7. Prior to the first week of school (Aug 17)	7. Documentation of attendance and participation
8. Meet with special education staff to go over best practices, compliance, and scheduling		8. Prior to the first week of school and at least bi-weekly throughout the school year	8. Documentation of Attendance

Process for Implementing Action Step

Process for implementing action steps:

Champion Schools prides itself on the rapport we have built with families and the caring community we provide. We will continue to build this rapport, as it will be crucial to ensure the parent investment needed for students participating in their special education instruction from home. This begins with our certified special education staff reaching out to all parents to make time to interact virtually with the student, make important connections, and collect some progress data. The progress data will be used to schedule students to provide direct, intensive, small group or 1x1 instruction so that we can ensure students make adequate progress. We will prioritize general education instructional time so that students can meaningfully participate in grade level instruction and receive specialized instruction from the resource teacher or related service providers.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> Teachers will align content standards to the English Language Proficiency Standards Teachers will support EL students develop disciplinary content knowledge, language and independence using scaffolded supports, academic language development, collaborative discussion, reading, writing. 	<ol style="list-style-type: none"> Classroom Teachers EL Coordinator Instructional Coaches 	<ol style="list-style-type: none"> Daily 	<ol style="list-style-type: none"> Lesson Plans Go Guardian Virtual Tracking District Proficiency Roster Analytical rubrics and assessment data to provide meaningful feedback on language development, skill development, and content knowledge

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<p>3. EL students will be provided with various online services such as online dictionaries, translation, and monitored instructional programs</p> <p>a.</p>			<p>5. Use short cycle formative assessment data to gather evidence on student progress</p> <p>6. Use student progress evidence to guide teachers' and students' productive next steps to support both content learning and academic language development.</p>
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Process for Implementing Action Step

Process for Implementation of Action Steps: Identified students will need a placement test through PHLOTE. If a student has no previous record of EL services a placement test will be provided. Once a student is identified as an EL student, parents and teacher will be notified to begin services. In addition, teachers will work with students individually and in groups with EL peers to recognize strength, needs and identities of all EL students, including those with special needs. Teachers will model learning approaches so students can construct and provided choices or open-ended opportunities to select strategies and tactics for mastery of language and content. Teachers will encourage independent learning by teaching effective strategies for learning language and content. EL students will develop oral language competencies to be able to better communicate their ideas, ask questions, listen effectively, interact with peers and teachers, and become more successful learners. Professional development trainings will be available for teachers to better meet certain standards that prepare them for working effectively with students with diverse language and learning needs.

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

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

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in	X	X	X	X	NA
	Packet of Social and Emotional Topics	X	X	X	X	NA
	Online Social Emotional videos	X	X	X	X	NA
	Parent Training	X	X	X	X	NA
	Other: Teacher Office Hours/ Social Worker	X	X	X	X	NA

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	NA
	Phone	X	X	X	X	NA

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Webcast	X	X	X	X	NA
Email/IM					NA
Other: Referrals to Behavioral Health Partners: Bayless Behavioral Health and a Frontera	X	X	X	X	

Provide a description of how the charter school will provide social and emotional learning support to students using the methods identified in the above charts.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. This plan is based on best practices provided by the School Social Work Association of America and the American School Counselor Association. 2. The Champion social worker will spend 80% of their time in direct and indirect services to students. These activities include: 3. <i>Schoolwide Initiatives:</i> 4. Anti-Bullying Program Support 5. PBIS Program Support 6. <i>Small Group Initiatives:</i> 7. Autism/ADHD/ED supports 8. Social Skills/Social Emotional Small Groups 9. Manage Tier 2 and 3 student 10. <i>One-on-One Initiatives:</i> 11. Individual Counseling 12. Referrals to outside services 13. Anger Management 14. Violence Prevention 15. Teacher support and education 16. Crisis Intervention 17. Mediation 18. Assessments 19. Truancy 20. 20% of the school counselor's time will be focused on program planning and school support including: 21. Reviewing and responding to school data 22. Developing student outcome goals 	<p>School Safety Team</p> <ol style="list-style-type: none"> 1. Social Worker (provided by School Safety Grant) 2. Principal 3. Academic Director 4. SPED Director 5. Athletic Director 6. School Social Worker 7. Designated K-3 Teacher 8. Designated 4-8 Teacher 9. Parent Representative 	<ol style="list-style-type: none"> 1. On-going throughout the school year 2. Use ongoing needs assessment and/or relevant school level academic and social emotional statistics in determining the use of the school counselor consistent with program requirements. 3. The Social Worker will collaborate with administration, teachers and staff to create school improvement goals based on data. 4. Utilize needs assessment and data to ensure the program helps to close the gaps and weaknesses on campus. 5. The social worker will identify students that need a referral based on students receiving multiple reports or referrals. 6. Parents and teachers can refer a student and students will be able to refer themselves. 	<ol style="list-style-type: none"> 1. The school will use the Logic Model Template suggested by the state to assess, plan, implement, collect data and analyze data. 2. This data includes: attendance, tardiness, grades, interviews with students, teachers and parents, observations, assessments, office referrals and student surveys as well as any other data suggested by ADE. 3. The social worker may use the BASC (Behavior Assessment System for Children) 4. Compendium of Assessment Tools to Measure Bullying, Victimization, Perpetration and Bystander Experiences produced by the Center for Disease Control, Compendium of Social Emotional Learning 5. The team will meet monthly to review and respond to most recent data. 6. The assessments can be used prior to and after counseling to determine effectiveness. The results of the measures will guide

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<ul style="list-style-type: none"> 23. Planning for schoolwide, small group and individual plan development 24. Collection and analysis of results data from initiatives 25. Reporting goals to administration and teachers 26. Meetings with administrators, teachers, parents, community resources 27. Participate in MTSS (Multi Tiered System of Support), SST (Student Study Team), 504 Accommodation Plans and IEP (Individualized Education Program) process 28. Staff Development 			<p>the team on how to improve services.</p>
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Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the charter school will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> 1. Teachers will create exit tickets utilizing google forms. 2. Teachers will be utilizing Edulastic to create Friday assessments. 3. Intervention will be doing baseline fluency assessments. 4. Intervention will be giving baseline assessments to determine student present levels 5. Intervention will be conducting fluency tests (Reading/Math) 6. Intervention will be assessing students on each concept covered. 7. Teachers will be grading assignments for 80% mastery. 8. Teachers will be monitoring the gradebook/Exit Tickets for afternoon tutoring groups. 9. Academic Director/ 	<ul style="list-style-type: none"> 1. Classroom teachers 2. Interventionist 3. Academic Director 	<ul style="list-style-type: none"> 1. Daily 2. Weekly 3. Monthly 4. Bi-weekly 	<ul style="list-style-type: none"> 1. Gradebook 2. Edulastic Reports 3. Intervention Tracking Sheets 4. Student Data folders 5. Tutoring Concept sheets 6. MAP Report

<p>Interventionists will be analyzing MAPS data to identify the bottom 25% for the R.T.I model.</p> <p>10. K-2 teacher will be assessing students on reading proficiency</p>			
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Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given.

Benchmark Assessments (Math)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
Kindergarten	EUREKA MATH DIAGNOSTIC NWEA MAPS	<ol style="list-style-type: none"> 1. Testing students attending in-persons at school. 2. Testing students in testing center at school. 3. If students cannot be tested at school, in person, arrangements will be made for students to be tested at home 	<p>EUREKA MATH DIAGNOSTIC 8/17/2020-8/21/2020</p> <p>EUREKA MATH BENCHMARK 1 October 2020</p> <p>EUREKA MATH BENCHMARK 2 February 2021</p> <p>EUREKA MATH BENCHMARK 3 May 2021</p> <p>FALL NWEA MAPS 8/17/2020-9/30/2020</p> <p>WINTER NWEA MAPS 12/1/2020-2/21/2021</p> <p>SPRING NWEA MAPS 2/22/2021-6/15/2021</p>
1-3	EUREKA MATH DIAGNOSTIC NWEA MAPS	<ol style="list-style-type: none"> 1. Testing students attending in-persons at school. 2. Testing students in testing center at school. 	<p>EUREKA MATH DIAGNOSTIC 8/3/2020-8/21/2020</p> <p>FALL NWEA MAPS 8/17/2020-9/30/2020</p>

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		<ol style="list-style-type: none"> If students cannot be tested at school, in person, arrangements will be made for students to be tested at home 	<p>WINTER NWEA MAPS 12/1/2020-2/21/2021</p> <p>SPRING NWEA MAPS 2/22/2021-6/15/2021</p>
4-6	<p>NWEA MAPS</p> <p>Cumulative Formative Assessment (CFA)</p>	<ol style="list-style-type: none"> Testing students attending in-persons at school. Testing students in testing center at school. If students cannot be tested at school, in person, arrangements will be made for students to be tested at home 	<p>FALL NWEA MAPS 8/17/2020-9/30/2020</p> <p>WINTER NWEA MAPS 12/1/2020-2/21/2021</p> <p>SPRING NWEA MAPS 2/22/2021-6/15/2021</p> <p>CFA October 2020 CFA February 2021</p>
7-8	<p>NWEA MAPS</p> <p>Cumulative Formative Assessment (CFA)</p>	<ol style="list-style-type: none"> Testing students attending in-persons at school. Testing students in testing center at school. If students cannot be tested at school, in person, arrangements will be made for students to be tested at home 	<p>FALL NWEA MAPS 8/17/2020-9/30/2020</p> <p>WINTER NWEA MAPS 12/1/2020-2/21/2021</p> <p>SPRING NWEA MAPS 2/22/2021-6/15/2021</p> <p>CFA October 2020 CFA February 2021</p>
9-12	NA	NA	

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
Kindergarten	<p>OPEN COURT DIAGNOSTIC</p> <p>NWEA MAPS</p>	<ol style="list-style-type: none"> Testing students attending in-persons at school. Testing students in testing center at school. 	<p>OPEN COURT DIAGNOSTIC 8/17/2020- 8/30.2020</p> <p>OPEN COURT BENCHMARK 1 9/28/2020 (K-2)</p>

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		<ol style="list-style-type: none"> <i>If students cannot be tested at school, in person, arrangements will be made for students to be tested at home</i> 	<p><i>OPEN COURT BENCHMARK 2 11/16-11/20 (K-1) 12/7/2020 -12/11/2020 (2nd)</i></p> <p><i>OPEN COURT BENCHMARK 3 3/8/2021-3/12/2021 (K-1) 4/5/2021 (2nd)</i></p> <p><i>FALL NWEA MAPS 8/17/2020-9/30/2020</i></p> <p><i>WINTER NWEA MAPS 12/1/2020-2/21/2021</i></p> <p><i>SPRING NWEA MAPS 2/22/2021-6/15/2021</i></p>
1-3	OPEN COURT DIAGNOSTIC NWEA MAPS	<ol style="list-style-type: none"> <i>Testing students attending in-persons at school.</i> <i>Testing students in testing center at school.</i> <i>If students cannot be tested at school, then arrangements will be made for students to be tested at home</i> 	<p><i>OPEN COURT DIAGNOSTIC 8/17/2020- 8/30.2020</i></p> <p><i>OPEN COURT BENCHMARK 1 9/28/2020 (K-2)</i></p> <p><i>OPEN COURT BENCHMARK 2 11/16-11/20 (K-1) 12/7/2020 -12/11/2020 (2nd)</i></p> <p><i>OPEN COURT BENCHMARK 3 3/8/2021-3/12/2021 (K-1) 4/5/2021 (2nd)</i></p> <p><i>FALL NWEA MAPS 8/17/2020-9/30/2020</i></p> <p><i>WINTER NWEA MAPS 12/1/2020-2/21/2021</i></p> <p><i>SPRING NWEA MAPS 2/22/2021-6/15/2021</i></p>
4-6	NWEA MAPS	<ol style="list-style-type: none"> <i>Testing students attending in-persons at school.</i> 	<p><i>FALL NWEA MAPS 8/17/2020-9/30/2020</i></p>

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	<i>Cumulative Formative Assessment (CFA)</i>	<ol style="list-style-type: none"> 2. <i>Testing students in testing center at school.</i> 3. <i>If students cannot be tested at school, then arrangements will be made for students to be tested at home</i> 	<p><i>WINTER NWEA MAPS 12/1/2020-2/21/2021</i></p> <p><i>SPRING NWEA MAPS 2/22/2021-6/15/2021</i></p> <p><i>CFA October 2020 CFA February 2021</i></p>
7-8	<i>NWEA MAPS Cumulative Formative Assessment (CFA)</i>	<ol style="list-style-type: none"> 1. <i>Testing students attending in-persons at school.</i> 2. <i>Testing students in testing center at school.</i> 3. <i>If students cannot be tested at school, then arrangements will be made for students to be tested at home</i> 	<p><i>FALL NWEA MAPS 8/17/2020-9/30/2020</i></p> <p><i>WINTER NWEA MAPS 12/1/2020-2/21/2021</i></p> <p><i>SPRING NWEA MAPS 2/22/2021-6/15/2021</i></p> <p><i>CFA October 2020 CFA February 2021</i></p>
9-12	NA	NA	NA

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.

Jump Start Program Orientation students on virtual Platforms
Athletics YouTube

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Tutoring
21CCLC After school
Varsity & JV Sports
Boys & Girls Club Partnership
Breakfast & Lunch Pick Up
Weekly Food Pantry Boxes (2400 per month) through October
Virtual Parent Nights: Title I with students Projects presented online
Virtual OPEN HOUSE
Academic Events Curriculum Night Events
Leap into Literature, Marketing
Transportation
Teachers Observations Virtually