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.

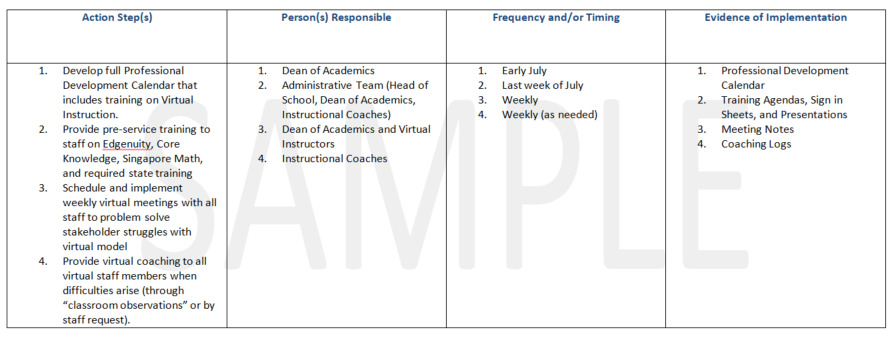
Charters may make revisions to improve their DLP at any time, but must submit those changes to the ASBCS within 10 business days of any substantive revision. Charters should contact their assigned Education Program Manager at the ASBCS to revise their DLP.

# 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:



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** | **Salt River Pima-Maricopa Community Schools** | **Charter Holder Entity ID** | 4320 |
| **Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)** | | Dr. Cynthia Clary | |
| **Representative Telephone Number** | | 480-362-2500 | |
| **Representative E-Mail Address** | | cynthyia.clary@saltriverschools.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** |
| **Salt River Accelerated Learning Academy** | 90159 | 078956002 |
|  |  |  |
|  |  |  |
|  |  |  |

# Distance Learning Background Information

1. *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* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Estimated Enrollment for FY 2021** | **80** | **Start Date for Distance Learning** | **8-3-2020** |
| **Estimated Number of Students Participating in Distance Learning for the Full Year** | **0** | **Estimated Number of Students Participating in Distance Learning for a Portion of the Year** | **80** |
| **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 \_\_(see below)\_\_\_\_\_\_\_\_\_ 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: We intend to operate a distance learning model until the Salt River Pima-Maricopa Indian Community reaches Phase 2 of the Return to Work Community plan which includes the education division. Once schools are allowed to reopen pursuant to the SRP-MIC guidelines, a hybrid model will be implemented, date TBD. The hybrid model may include 3 hours of in person learning and 1 hour of required independent learning, 5 days per week. The proposed Accelerated Learning Academy hybrid model is separated into two sessions, Session 1 with Group A students from 8:30am to 12:30pm and Session 2 with Group B students from 12:30pm to 4:30pm. Students are required to work at a minimum of one hour outside of their assigned session time daily. Through grant funding, additional afterschool and Saturday school tutoring times will be offered.** | | | |
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| --- | --- |
| **Is the charter requiring students to do distance learning?** | Yes |
| **If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?** | Yes |

*\*In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.*

# Attendance Tracking (1.a.i, 1.i)

1. *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/***](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.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| Students will log-in each day and follow their assigned schedule utilizing the online curriculum resource | Certified Teaching Staff | Monday through Friday, once per day | SIS daily attendance report |
| Students will work remotely an additional hour on the online curriculum resource | HUB Coordinator | Monday through Friday, once per day | Edgenuity resource student session log |

1. *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** |
| Teachers will communicate with students daily via email and/or text | Teaching and paraprofessional staff | Daily | Email and/or contact log |
| Teachers will monitor student progress daily through Edgenuity | Teaching and paraprofessional staff | Daily | Student progress monitoring sheets |
| Administrative staff will review student contact logs weekly | Principal | Weekly | Administrative meeting minutes |

# Teacher and Staff Expectations and Support (1.a.ii)

1. *Describe expectations of teachers and other staff working virtually.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| Teachers are required to be monitoring student attendance Monday through Friday | Teacher and Registrar | Daily, 5 times per day | SIS Attendance Report |
| Teachers and paraprofessionals are required to monitor student progress and provide support during their assigned 5 class periods each day | Principal  Assistant Principal  Teachers  Paraprofessional | Daily | Student progress monitoring sheets |
| Teachers and staff are required to participate in weekly staff meetings | Principal | Weekly | Meeting minutes |
| Teachers and staff are required to participate in weekly progress monitoring meetings | Principal  Assistant Principal | Weekly | Student progress monitor spreadsheet |
| Teachers and staff are required to respond to email within 24 hours | Principal  Assistant Principal | Daily (or as needed) | Log of noncompliance |

1. *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.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| Weekly staff newsletter containing pertinent division information including but not limited to: human resource updates, ADE updates, education division changes and updates, education board updates, school updates, and assessment updates, SRP-MIC updates | Principal | Weekly | Newsletters |
| Attend division level meetings to ensure important information is received | Principal | As scheduled | Meeting Notes |
| Daily email and or text communication will all staff members | Principal | Daily | Outlook calendar invites/emails |
| Individual staff check in to ensure staff well-being and support services are in place if needed | Principal | Bi-weekly | Meeting Notes |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Staff will participate in a book study | Principal | Ongoing, September to December | Meeting Notes  Staff professional development feedback forms |
| 1. Staff will participate in either an in person or virtual professional development day | Principal | One time/January 4, 2020 | Presentation materials  Staff professional development feedback forms |
| 1. Staff will participate in webinars | Principal | Ongoing as offered by Edgenuity | Staff sign in sheets |
| 1. Staff will participate in professional development | Curriculum and Instruction Specialist | Salt River Schools PD is monthly or as offered by ADE | Staff sign in sheets |
| 1. Utilize instructional coach model | Instructional coach | Weekly or as needed | Instructional Coach notes |
| 1. Staff will participate in professional development | Education Native Language and Culture | TBD | Staff sign in sheets |
| **List Specific Professional Development Topics That Will Be Covered** | | | |
| 1. Mindset Works: Growth Mindset 2. Mindset Works: Growth Mindset 3. Edgenuity Webinars: preparing for back to school, remote learning, social emotional support 4. Trauma Informed Education 5. Effective teaching strategies and core content support 6. Salt River Pima Maricopa Community Native Language and Culture | | | |

# 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 |  |  |  |
| 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 | X |  |  |
| Supplemental Utility Support (Internet) |  |  |  |
| Other: |  |  |  |
| **When will stakeholders have access to IT Support Availability?** | | | |
| Traditional School Hours | X | X | X |
| Extended Weekday Hours |  |  |  |
| 24/7 Support |  |  |  |
| Other: Online resource student support center | X |  |  |

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

1. *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.*

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| --- | --- | --- | --- | --- |
| **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* | *Remote learning* | *Edgenuity* | *Identified students (students are pre-assessed in Edgenuity) are placed in individualized courses which introduce or reinforce academic content prior to taking an on grade level core content. These students are monitored daily and once the necessary standards are mastered, they are withdrawn from the class and placed in a grade level course.*  *Guided notes and real time teacher interaction will be utilized daily to assess student progress throughout the lesson module.*  *Students also complete assignments as they progress through the module and teachers will view the assignments and give feedback.* | *As students complete the module they are required to take a quiz. Students must score an 80% or higher to move on. Once the student completes the quiz, both the student and teacher receive the score. Student scoring below an 80%, the teacher reviews the concepts missed and performs a reteach prior to the next quiz attempt. The frequency depends on the rate of student progress.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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* | *Remote learning* | *Edgenuity* | *Identified student’s (students are pre-assessed in Edgenuity) are placed in individualized courses which introduce or reinforce academic content prior to taking an on grade level core content. These students are monitored daily and once the necessary standards are mastered, they are withdrawn from the class and placed in a grade level course.*  *Guided notes and real time teacher interaction will be utilized daily to assess student progress throughout the lesson module.*  *Students also complete assignments as they progress through the module and teachers will view the assignments and give feedback.*  *Writing assignments within the program are read and written feedback is provided to the student.* | *As students complete the module they are required to take a quiz. Students must score an 80% or higher to move on. Once the student completes the quiz, both the student and teacher receive the score. Student scoring below an 80%, the teacher reviews the concepts missed and performs a reteach prior to the next quiz attempt. The frequency depends on the rate of student progress.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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* | *Remote learning* | *Edgenuity* | *Identified student’s (students are pre-assessed in Edgenuity) are placed in individualized courses which introduce or reinforce academic content prior to taking an on grade level core content. These students are monitored daily and once the necessary standards are mastered, they are withdrawn from the class and placed in a grade level course.*  *Guided notes and real time teacher interaction will be utilized daily to assess student progress throughout the lesson module.*  *Students also complete assignments as they progress through the module and teachers will view the assignments and give feedback.* | *As students complete the module they are required to take a quiz. Students must score an 80% or higher to move on. Once the student completes the quiz, both the student and teacher receive the score. Student scoring below an 80%, the teacher reviews the concepts missed and performs a reteach prior to the next quiz attempt. The frequency depends on the rate of student progress* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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* | *Remote learning, Teacher directed with the use of learning packets, access to educational videos and the use of student logs* | *Edgenuity, Native Language and Culture resource and materials, Career Development resource and materials* | *Guided notes and real time teacher interaction will be utilized daily to assess student progress throughout the lesson module.*  *Students also complete assignments and projects as they progress through the module and teachers will view the assignments and give feedback.* | *Student completed work will be assessed each week and student feedback will be provided weekly* |

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| --- |
| **Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)** |
| The Accelerated Learning Academy is an alternative school serving 16-21 year olds who have returned to obtain their high school diploma on the Salt River Pima Maricopa Community.  As students work online teachers monitor each student and can see in real time what they are working on, where they might be struggling and where they are experiencing success. Students must score an 80% or higher on each module quiz in order to move on and each quiz is unlocked by teachers as they progress through the course content. If the student does not reach the score, the teacher reviews the standard and concept they missed and performs a reteach via phone or email and the student then retakes the assessment.  Our daily schedule is designed as follows:  8:30am to 12:30pm Session 1 with Group A  12:30pm to 4:30pm Session 2 with Group B  During these times student will follow their class schedule and teachers will closely monitor the students work during their class period. Attendance will be taken each period via our student information system (SIS). Understanding the unique challenges of some of our students, students with children, or having an environment not conducive to learning, we will work with each individual student to ensure access and academic support at varied times and have designated staff members for that purpose. |
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# Meeting the Needs of Students with Disabilities and English learners (1.a.iv)

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

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

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| --- | --- | --- | --- |
| **Action Step** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Additional academic support materials provided | Jama Nacke | Prior to the start of each course | Completed materials |
| 1. Additional instructional support: each student will have a class designated for academic support | Jama Nacke | Daily | Weekly student log  Class schedule  Progress monitoring sheets |
| 1. Online resource course customization: examples, read aloud, text translation, highlighting content, limited content access | Teachers and paraprofessional | Prior to the start of each course | Student course modification page |
| 1. Weekly phone call | Paraprofessional | Weekly | Weekly student log |
| 1. Bi-weekly individualized motivational notes mailed home | Paraprofessional | Bi-weekly | Copies of the student notes |
| 1. Student quarterly newsletter containing strategies for success | Paraprofessional | Quarterly | Newsletter |
| 1. A “how-to” guide for Edgenuity will be created and provided for each student | Teacher | July 30 and 31, 2020 | How-to guide |
| 1. We are following all guidelines for IEP compliance in collaboration with students and families | Director of Student Support Services | Ongoing | IEP checksheets |
| 1. An ESS tutor has been assigned to directly assist ESS students | Director of Student Support Services | Daily | Weekly tutor log |
| **Process for Implementing Action Step** | | | |
| 1. Grant funding is being utilized to print guided notes for students and as they come in to get their computer and schedule, notes will be provided for each course. A system will be set up by the paraprofessional for weekly student note return 2. Each ESS student will be assigned a daily academic lab period which allows additional instructional support from teachers and staff 3. Each ESS student’s online courses will be customized per their individual need 4. Each ESS student will be contacted by the assigned paraprofessional phone to do a social/emotional check in 5. The paraprofessional will create and send home via mail individualized motivational notes 6. The paraprofessional will collaborate with ALA teachers to create strategies for success to include in the newsletter 7. The paraprofessional will collaborate with an ALA teacher to create the “how-to” guide prior to August 3 8. ESS staff will review and update IEP’s according to ADE and or federal requirements 9. An ESS tutor will be designated and assigned by the Director of Student Support Services by 8-15-2020 | | | |

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

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| --- | --- | --- | --- |
| **Action Step** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| Teachers will follow the 2010 English Language Proficiency Standards | Teacher | Daily | Daily assignments |
| All instructional staff will be mindful of Arizona’s Language Development Approach (LDA) | Teachers | Daily | EL learning strategies in their lesson plan |
| **Process for Implementing Action Step** | | | |
| Teachers will receive professional development on the EL Proficiency Standards and EL requirements. Support will be provided from the Principal for teacher lesson planning and EL instruction.  Student progress will be documented weekly through student progress meetings. | | | |

# 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 |  |  |  |  |  |
| 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** |
| Social-Emotional Learning: Teacher Check-In: teachers will call assigned students each week to check in how there are doing, needs, etc. | Principal  Assistant Principal | Weekly | Student contact log |
| Social-Emotional Learning: School counselor will contact identified students who are in need of support or services | Academic and Career Counselor | Weekly | Student contact log |
| Social-Emotional Learning: SEL videos will be available for students to watch on assigned days | Principal | Bi-weekly | Calendar  Report of student viewers |
| Partnership with community behavioral health services has been established and a referral process will be utilized for identified students. | Principal  Academic and Career Counselor  Director Student Support Services | As needed/student information reviewed weekly | Referral forms |
| A full time behavioral health counselor has been assigned to our campus | Director Student Support Services | Daily | Counselor feedback |

# 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.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| Students are required to score 80% or higher on each quiz within the module | Teachers | Daily or as needed | Quiz completion report with results |
| Teachers monitor each students progress daily and provide content specific support | Teachers | Daily | Student Progress sheets |
| Identified students are placed in an individualized core content courses to introduce and/or reinforce below grade level concepts | Teachers | Daily | MyPath course report |
| Teachers are required to perform a reteach of concepts within an assessment prior to the student retaking the quiz | Teachers | Daily or as needed | Reteach spreadsheet |

# 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* | *NWEA* | *In person* | *August 31 – September 11, 2020*  *November 30 – December 11, 2020*  *February 22 – March 5, 2021* |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  |  |  | | --- | --- | --- | --- | | **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* | *NWEA* | *In person* | *August 31 – September 11, 2020*  *November 30 – December 11, 2020*  *February 22 – March 5, 2021* |   **Optional: Describe how the school will administer benchmark assessments (use if the school wishes to provide information in addition to the table above)** |
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# Additional Information (Optional)

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| **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.** |
| As a school we are focused on supporting the individual needs of our students understanding the unique scope of challenges our students face within the Salt River Pima Maricopa Community. A remote learning plan for the Accelerated Learning Academy was created and approved by the Salt River Education Board on 7-24-2022. The remote plan was sent to all parents and students and posted on the Salt River Schools website.  Each student receives a laptop and wifi hot spot (if necessary) to access our online resource. Once we receive an application, all students are hand scheduled into specific courses which are assigned based on academic level and progress toward graduation. Teachers then reach out to each of their students to communicate with them and check in on their social/emotional well-being. They will then coordinate with students to pick up provided materials to support their online learning. We also deliver any supplies they may need if no transportation is available.  As a staff we meet weekly to review each student’s academic progress, mitigating personal circumstances and strategies to address concerns. We also work closely with Salt River Pima Maricopa Community services such as behavioral health, coordination of food and housing needs, child care services, in order to service the varied needs of our students. |