

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	Pillar Charter School, Inc.	Charter Holder Entity ID	87334
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Richard Hay		
Representative Telephone Number	(602) 920-8253		
Representative E-Mail Address	rhay@pillaracademyonline.com		

School Information

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

School Name	Entity ID	CTDS
Pillar Academy of Business & Finance	87335	07-85-04-201
Pillar Academy Online	91213	07-85-04-202

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?	145
How many instructional days did the charter school operate for School Year 2019-2020?	145

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	40	Start Date for Distance Learning	Monday, August 10, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	5	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	35
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 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 checked="" 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 intend to operate distance learning using a student/parent flexibility approach. Based on CDC and ADHS guidance, students/parents will decide if they want to remain in a distance learning environment for any duration allowed under the governor’s executive order; or, return to in-person learning as defined by the governor’s executive order (currently August 17, 2020).

Is the charter requiring students to do distance learning?	Yes
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

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

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

- a. Describe how the charter school will track attendance for students attending remotely, whether full time or intermittently.

The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:

- Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- Daily assignments completed and submitted by the student.
- A parent attestation of documentation of time spent on educational activities.

The charter holder is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: <https://www.azed.gov/finance/school-finance-guidance-for-covid-19/>

If the Charter Holder currently operates an approved AOI, it must follow the AOI attendance requirements outlined by ADE and A.R.S. §15-808 for students enrolled in the AOI.

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. The school operates under an approved alternative calendar (4-day week and 145 days/years) 2. Each day is organized by open lab blocks (students work independently and are self-paced) 3. Students attending in-person will have attendance taken using a traditional roster 4. Students attending remotely will be required to affirm their attendance using Google Classrooms 5. Each learning lab has a facilitator with an assigned Google Classroom 6. Each Google Classroom has an attendance prompt for each learning block: (i.e., 8:00-8:55, 9:00-9:55, etc.). 7. Student working remotely will logon to their Google Classroom at the beginning of each block and answer an attendance prompt affirming their attendance (this prompt will be opened and active for 10 minutes) 8. Each Google Classroom has a unique Google Meets code and students will begin each 	<ol style="list-style-type: none"> 3. Learning lab facilitators 4. Student/lab facilitators 6. Lab facilitators 7. Students 8. Lab facilitators 9. Site Director/Executive Director 	<ol style="list-style-type: none"> 3. Daily, by block schedule 4. Daily, by block schedule 6. Daily, by block schedule 7. Daily, by block schedule 8. Daily, by block schedule 9. Daily log; Submitted to school weekly 	<ol style="list-style-type: none"> 1. School calendar 2. Master schedule (block schedule) 3. Attendance rosters 4. Google Meets (gradebook), electronic record of responses to the attendance prompts 5. Google Classroom site 6. Google Classroom stream/coursework 7. Google Meets (gradebook), electronic record of responses to the attendance prompts 8. Attendance roster with remote learners designated 9. Edmentum Courseware & Exact Path “Learner Daily Usage Reports”, , Edmentum Courseware student progress/pacing reports, and “Student Daily Activity Logs”

<p>block with a Google Meets meeting (student’s video must be on) and the lab facilitator will note their virtual attendance on the attendance roster</p> <p>9. Students who cannot participate synchronously may still be counted as present if they can demonstrate active participation and progress within their Edmentum Courseware & Exact Path program, and document sufficient academic engagement via a Daily Student Activity Log signed by both the student and parent and submitted to the school weekly</p>			
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b. Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. Students are required to participate synchronously with their in-person peers via Google Classroom and Google Meets per the block schedule</p> <p>2. Students will have 5-6 live interactions with their</p>	<p>1. Student/Lab facilitator</p> <p>2. Student/Lab facilitator</p> <p>3. School Site Direct, teacher, or lab facilitator</p>	<p>1. Daily</p> <p>2. Daily, according to block schedule</p> <p>3. Students approved to work asynchronously (minimally weekly)</p>	<p>1. History log of Google Classroom attendance prompt responses; attendance rosters</p> <p>2. History log of Google Classroom attendance prompt responses; attendance rosters</p> <p>3. Student contact logs and meeting summary notes</p>

<p>teachers via Google Meets daily</p> <p>3. Students who demonstrate a need for a waiver from synchronous classes (due to work schedules, childcare, etc.), will schedule weekly Google Meets “check-ins” with a learning facilitator/teacher and/or the school’s site director</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
<p>1. All teachers, lab facilitators, staff and administrators will work on-site unless conditions require a full shutdown</p> <p>2. Adhering to CDC and ADHS safety guideline, teachers and lab facilitators will provide in-person and synchronous remote learning from their assigned room/lab</p> <p>3. Teachers and other academic support staff that are approved to worked virtually/remotely are expected to be logged-on and accessible to their</p>	<p>1. Executive Director, Site Director</p> <p>2. Lab facilitators and teachers</p> <p>3. Executive Director, Site Director</p> <p>4. Executive Director, Site Director</p> <p>5. Lab facilitators and teachers</p>	<p>1. Daily, or as assigned</p> <p>2. Daily</p> <p>3. Daily</p> <p>4. Daily</p> <p>5. Daily, or as needed based on student/parent request</p>	<p>1. Teacher/staff attendance logs (recorded in school’s SIS system)</p> <p>2. Teacher/staff attendance logs (recorded in school’s SIS system)</p> <p>3. Edmentum Courseware user history logs; email interactions with students/colleagues</p> <p>4. Google Classroom attendance prompt response reports and access to Google Classroom stream and coursework</p> <p>5. Email exchanges, student/parent contact logs,</p>

<p>students during the regular school day or consistent with their written work agreement (part-time instructors)</p> <p>4. Lab facilitators, remote teachers and other academic support staff will be responsible for setting up and tracking the Google Classroom attendance prompt and ensuring daily interactions with their students</p> <p>5. Lab facilitators and remote teachers are responsible for providing timely and responsive emails to students and parents; and, providing virtual office and tutoring hours for Google Meets contact and tutoring</p>			<p>Google Meets logs and summaries</p>
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b. Describe commitments on delivery of employee support services including but not limited to:

- *Human resource policies and support for employees; and*
- *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. All human resources policies, procedures and support services will remain the same</p> <p>2. Additional guidance will be provided in the form of</p>	<p>1. Executive Director</p> <p>2. Executive Director, Site Director</p> <p>3. Executive Director, Site Director</p>	<p>2. Weekly, bi-weekly, or as needed</p> <p>3. Weekly, bi-weekly, or as needed</p> <p>4. As needed</p>	<p>1. Board policy manual</p> <p>2. Emails, guidance documents, Google Meets recordings, meeting agendas, materials, and other meeting artifacts</p>

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<p>emails and virtual staff meetings regarding COVID-19 related guidance, procedures, and best-practices</p> <p>3. Weekly/Bi-weekly virtual staff meetings led by the Executive Director or school's Site Director (or designee)</p> <p>4. Written or electronic communication with staff as needed</p>	<p>4. Executive Director, Site Director</p>		<p>3. Google Meets recordings, meeting agendas, materials, and other meeting artifacts</p> <p>4. Written communication or emails</p>
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c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. Professional development will be delivered through Google Meets and using Google Classroom</p> <p>2. In-person PD will be allowed only when CDC/ADHS guidelines can be met</p> <p>3. Contracted PD and Coaching for teachers and staff</p> <p>4. ADE Webinars or other resource webinars</p>	<p>1. Executive Director</p> <p>3. Educational Consultant, Canyon State Education Service (SWD)</p> <p>4. Miscellaneous</p>	<p>1. Bi-weekly; monthly, or as needed</p> <p>3. Bi-weekly; monthly, or as needed</p> <p>4. As available and/or needed</p>	<p>1. Sign in/out sheets (may be virtual sign-in via Google Classroom question prompt), agendas, session recordings (Google Meets), and meeting material and other artifacts</p> <p>3. Sign in/out sheets (may be virtual sign-in via Google Classroom question prompt), agendas, session recordings (Google Meets), and meeting material and other artifacts</p> <p>4. Certificates of completion</p>

List Specific Professional Development Topics That Will Be Covered

1. Understanding and Implementing G-Suite, Google Classroom and Google Meets
2. Student-Support, Mental Health (SEL), and Self-Awareness (Understanding the Students We Serve)
3. Curriculum Delivery and Differentiated Instruction
4. Using Edmentum's Exact Path to Remediate and Build Missing Skills
5. Other Topics as Identified

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	X	X	X
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X		
Supplemental Utility Support (Internet)	X		
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours	X	X	X
24/7 Support			
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<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>
Kindergarten	N/A	N/A	N/A	N/A

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1-3	N/A	N/A	N/A	N/A
4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	1. Individualized & Self-Paced Computer-Assisted Content Delivery System	1. Edmentum Courseware 2. Edmentum Exact Path Math (optional for skill-building)	1. Courseware: Lesson activities, mastery test, activities 2. Exact Path: Quizzes and progress checks (optional)	1. Unit test 2. Semester tests 3. Unit activities, projects 4. Exact Path Math benchmark assessment data 5. AzM2 Math (grade 10)

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>
Kindergarten	N/A	N/A	N/A	N/A
1-3	N/A	N/A	N/A	N/A
4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	1. Individualized & Self-Paced Computer-Assisted Content Delivery System	1. Edmentum Courseware 2. Edmentum Exact Path Reading & Language Arts (optional for skill-building)	1. Courseware: Lesson activities, mastery test, activities 2. Exact Path: Quizzes and progress checks (optional)	1. Unit test 2. Semester tests 3. Unit activities, projects 4. Exact Path Reading & Language Arts benchmark assessment data 5. AzM2 ELA (grade 10)

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>
Kindergarten	N/A	N/A	N/A	N/A
1-3	N/A	N/A	N/A	N/A

4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	1. Individualized & Self-Paced Computer-Assisted Content Delivery System	2. Edmentum Courseware	1. Courseware: Lesson activities, mastery test, activities	1. Unit test 2. Semester tests 3. Unit activities, projects, labs 4. AIMS Science (grade 10)

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	N/A	N/A	N/A	N/A
<i>1-3</i>	N/A	N/A	N/A	N/A
<i>4-6</i>	N/A	N/A	N/A	N/A
<i>7-8</i>	N/A	N/A	N/A	N/A
9-12	1. Individualized & Self-Paced Computer-Assisted Content Delivery System	1. Edmentum Courseware	1. Courseware: Lesson activities, mastery test, activities	1. Unit test 2. Semester tests 3. Unit activities, projects, performances, other artifacts

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

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

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Individualized online curriculum accommodations/modifications (i.e. modified mastery level, increased time to complete courses) will be provided to each student with an IEP. 2. The students will be contacted by the special education teacher and the general education staff, using the Zoom, Google Meets and/or conference call platform for a length of time that is commensurate with the minutes stated on the IEP. 3. Students will be provided instructional supports that reflect the IEP goals. 	<ol style="list-style-type: none"> 1. Special Education Teacher and General Education Staff 2. Same as above 3. Same as above 	<ol style="list-style-type: none"> 1. The students will be contacted by the special education teachers and general education staff using the Zoom, Google Meets and/or conference call platform for a length of time that is commensurate with the minutes stated on the IEP. 2. Same as above 3. Same as above 	<ol style="list-style-type: none"> 1. During the instruction, records will be kept on instructional progress, transition goal progress and modifications/accommodations used to support student success. Staff will keep notes in individual student files. 2. Same as above 3. Same as above

Process for Implementing Action Step

The special education teacher will align the IEP minutes and goals with instruction that is to be provided for each student. The parents/guardians/adult students will be contacted to set up time for each student. Online courses will reflect IEP accommodations/modifications. Documentation will be kept for each student of each meeting and parent/guardian contact.

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"> 1. Student goals and daily speech and language activities that target reinforcement of Speech and Language goals will be distributed at the start of the school year. 2. The students will be contacted by the speech language pathologist using the Zoom, Google Meets and/or conference call platform for a length of time that is commensurate with the minutes stated on the IEP. 3. Students will be provided instruction that reflects the IEP goals serviced by the SLP/SLPA. 4. For students with accommodations and modifications, the SLP will inform teachers of specific accommodations and modifications. 5. The SLP will review teacher plans for accommodations and modifications and provide feedback. 	<ol style="list-style-type: none"> 1. Speech Language Pathologist 2. General Education Teacher, SLP 3. Same as #2 4. Same as #2 5. Same as above 	<ol style="list-style-type: none"> 1. The students will be contacted by the Speech Language Pathologist using the Zoom, Google Meets and/or conference call platform for a length of time that is commensurate with the minutes stated on the IEP. 2. Same as above 3. Same as above 4. Same as above 5. Same as above 	<ol style="list-style-type: none"> 1. During the instruction, records of subjective and objective performance will be recording, including but not limited to a summary of therapy activity, student’s response to therapy activities and skill performance based on IEP goals. 2. General Education teacher will document accommodations of instructions. 3. Same as above 4. Same as above 5. Same as above

Process for Implementing Action Step

The speech language pathologist will align the IEP minutes and goals with instruction that is to be provided for each student. The parents/guardians will be contacted to set up time for each student. Team members, including office staff will be provided with the therapy scheduled. Packets of language activities and supplies will be mailed or picked up by parents. Documentation will be kept for each student of each meeting and parent/guardian contact.

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

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

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person: FMIT Counseling/Social Services					X
	Phone: FMIT Counseling/Social Services					X
	Webcast					
	Email/IM					
	Other: County & Tribal Social Services					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
1. Teacher(s) will provide curriculum that promotes social and emotional support	1. Teacher (Mrs. Young)	1. First 2 weeks of school and/or as needed	1. Student-work, lesson outlines/plans, lesson materials

<p>such as articles, vocabulary words, and personal reflections.</p> <p>2. Administrator(s) will provide support through one-on-one meetings with students and provide resources</p> <p>3. Student/families will have access to county and tribal social services (Fort Mojave Indian Tribe)</p>	<p>2. Administration & Site Director (or his/her/their designee)</p> <p>3. School Site Director & FMIT Social Services</p>	<p>2. As needed, minimally monthly check-ins</p> <p>3. On a need-basis</p>	<p>2. Student contact logs, Google Meets calendar, meeting summary notes</p> <p>3. Confidential (redacted referrals and initial communication logs)</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
<p>1. Students will be required to demonstrate content mastery/proficiency consistent with the school’s instructional philosophy and methodologies.</p> <p>2. Students will demonstrate mastery/proficiency through Edmentum course assignments, quizzes, test, projects, labs, performances, and other artifacts (80% is the target score for mastery)</p> <p>3. Renaissance Learning’s STAR Math & Reading benchmark assessment data will serve as an additional measure for</p>	<p>1. Classroom teachers, lab facilitators</p> <p>2. School Director, classroom teachers, lab facilitators</p> <p>3. Executive Director</p>	<p>1. Edmentum Courseware assessments occur based on individual student pacing (usually monthly, quarterly or by semester)</p> <p>2. Renaissance Learning’s STAR Math & Reading benchmark assessments occur, at a minimum, during the Start-of-Year (SOY), Middle-of-Year (MOY), and End-of-Year (EOY)</p> <p>3. On-going</p>	<p>1. Edmentum course grade and progress reports</p> <p>2. Renaissance Learning’s STAR Math & Reading assessment reports and data</p> <p>3. Data review team meeting materials and handouts</p>

evaluating each student performance level (both at grade level and academic growth)			
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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	N/A	N/A	N/A
1-3	N/A	N/A	N/A
4-6	N/A	N/A	N/A
7-8	N/A	N/A	N/A
9-12	Renaissance Learning’s STAR Math Diagnostics & Benchmark Assessment	Online and In-Person	August 17-28, 2020 (SOY)* October 5-16, 2020 January 4-15, 2021 (MOY)* March 1-12, 2021 May 17-28, 2021 (EOY)*

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	N/A	N/A	N/A
1-3	N/A	N/A	N/A
4-6	N/A	N/A	N/A
7-8	N/A	N/A	N/A

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9-12	Renaissance Learning's STAR Reading Diagnostics & Benchmark Assessment	Online and In-Person	August 17-28, 2020 (SOY)* October 5-16, 2020 January 4-15, 2021 (MOY)* March 1-12, 2021 May 17-28, 2021 (EOY)*
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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.