SYNERGY
PUBLIC SCHOOL

DISTANCE LEARNING PLAN

2020-2021

Charter Holder Information

Charter Holder Name:	Synergy Public School	Charter Holder Entity ID	92981
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Lori Weiss		
Representative Telephone Number:	480-416-1070		
Representative E-Mail Address:	lori.weiss@synergypublicschool.org		

School Information

School Name	Entity ID	CTDS
Synergy Public School	962403	078237001

Distance Learning Background Information

a. Number of Instructional Days (3.b)

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

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

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

How many instructional days will the charter school operate for School Year 2020-2021?	
How many instructional days did the charter school operate for School Year 2019-2020?	*184*

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

Estimated Enrollment for FY 2021	475	Start Date for Distance Learning	August 5, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	60	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	475

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 _____ 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:	
Synergy Public School will operate with all students beginning Distance Learning on August 5, 2020. Distance Learning will continue for all students until the Governor allows schools to re-open in-person. Once Synergy is operating with in-person instruction, parents will have the option of continuing distance learning instruction or in-person learning.	

Is the charter requiring students to do distance learning? *All students until the Governor reopens in-person school.*	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.

1. Attendance Tracking

How will Synergy Public School track attendance for students attending remotely, whether full time or intermittently.

Synergy Public School will track student attendance daily during both full-time distance learning and Intermittent distance learning. Daily Attendance Reporting is required.

Action Steps:

1. Students will be assigned to their distance learning teacher in School Master.
2. The distance learning student/parent handbook will outline for parents the number of hours required for attendance. The handbook will be given to the parent by the distance learning teacher. (6 ½ Hours M,T, TH,F & 4 Hours Wednesday)
3. The distance learning teacher will track attendance daily via paper attendance for students who attend live sessions via Zoom or Google Meets and as well as students who submitted all daily assignments by the end of the day.
4. The distance learning teacher will send their paper attendance to the attendance clerk each morning.
5. During the first ten days of instruction, the distance learning teachers will mark the day on the attendance sheet that the student entered school.
6. The attendance clerk will make daily calls for all absent students to verify the reason for the absence.
7. The attendance clerk will get a daily log of attendance calls.
8. The attendance clerk will provide the distance learning teachers with a weekly attendance report to verify.

Responsible Parties: Parents, Teachers, Attendance Clerk and School Administrators.
Timelline: Handbooks prior to School Beginning, Daily Attendance Submission, Weekly Attendance Verification
Evidence: School Master Attendance Reports, Daily Teacher Attendance Logs, Daily Attendance Live Lesson Log, Attendance Log of
Submitted Work, Attendance Parent Call Log

1A. How will Synergy Public School keep regular communication with enrolled students.

Action Steps:

1. The teacher will communicate with the attendance clerk providing them the names of absent students each day.
2. The attendance clerk will contact parents to determine if the absence is unexcused or excused and the reason for the absence.

3. The attendance clerk will record absences in Schoolmaster and on the attendance call log.
4. The teacher will check in with parents at least bi-monthly by phone, text, email, Google Classroom, or FLYER Connect school app. Teachers may communicate as often as needed.
5. The teacher will be in contact with students daily during live sessions
6. The teacher will communicate with all students through Google Classroom, Google Meets and Zoom.

Responsible Parties: *Parents, Teachers, Attendance Clerk and School Administrators.*
Timeline: *Daily and Bi-Monthly*
Evidence: *School Master Attendance Reports, Daily Teacher Attendance Logs, Daily Attendance Live Lesson Log, Attendance Log of Submitted Work, Attendance Parent Call Log*

2. *Teacher and Staff Expectations and Support*

Below are the teacher and staff expectations for distance learning at Synergy Public School.

Action Steps:

1. Synergy teachers and staff providing distance learning instruction or working virtually will be required to follow the same schoolwide expectations and commitments as in person staff members. Multiple supports will be put in place, including but not limited to, coaching or modeling support, training, access to administration, and ongoing feedback, for distance learning teachers to ensure their success. Administration will be committed to providing staff with all necessary resources to complete their work assignments.
2. Synergy Staff will be required to attend all summer professional development.
3. Synergy Teachers will be required to teach distance learning from their classrooms daily.
4. Teachers will report to their individual classrooms at their contract time at 7:30 a.m. and will be required to remain on campus until 3:45 p.m.
5. Teachers will provide students a minimum of 5 hours of live instruction each school day, via Google Meets and/or Zoom.
6. Teachers will record their live lessons to be posted in their Google Classrooms daily for students.
7. Teachers will have an hour each day to provide individual instruction or meet with students.
8. Teachers will be required to use the adopted curriculum and follow the Synergy Pacing Guides.
9. Teachers will have support from the school Instructional Specialist through coaching, modeling and co-teaching.

10. Teachers will be required to attend, via Zoom, grade level planning meetings with in-person teachers to ensure consistency of curriculum delivery and all Professional Development Wednesdays.
11. Teachers will be required to have daily lesson plans accessible for administration.
12. Teachers will be required to maintain an up to date and accurate grade book, send out progress reports to parents and prepare report cards quarterly. Teachers will record a minimum of 2 grades per subject, per week.
13. Teachers will be required to maintain frequent communication with parents and document on communication log. (Phone Calls, Zoom Meetings, FYLER Connect School App)
14. Teachers will be required to ensure that all instructional apps are set up to ensure accurate data tracking.
15. Teachers will have access to all administration daily for support or concerns.

Responsible Parties: Teachers and School Administrators.
Timeline: Daily, July PD, Weekly Year-Round PD,
Evidence: Professional Development Calendar, Meeting Agendas and Sign-Ins, Lesson Plans, Daily Schedules, Parent Communication Logs, Gradebooks, Google Classrooms, and Curriculum Reports

2A. Synergy Public School Commitments on Delivery of Employee Support Services:

Action Steps:

Human Resource Policies:
1. Distance Learning staff will be provided a distance learning teaching handbook along with the regular teacher handbook.
2. Distance Learning staff will be trained on policies within the distance learning and teacher handbook during summer professional development
3. Distance Learning staff will be given and trained on the school wide HR policy manual.
4. Distance Learning staff will be given the school calendar.
5. Distance Learning teachers will receive welcome packet including all onboarding and payroll documents.

Communication with Administration:
1. Synergy Public School administrators maintain an open-door policy.

2. Distance Learning staff will receive all staff communication distributed by administration and have access to the school Google calendar. Two-way communication will include emails, phone calls, texts, or in person/ZOOM meetings.
3. Distance Learning staff will receive the weekly Sandcat Sentinel with upcoming school events and deadlines.
4. Administration will be available to Distance Learning teachers to address any concerns or needs.

Responsible Parties: School Administrators, Instructional Specialist
Timeline: July Professional Development, Daily and Weekly Communication, Employment Start Date
Evidence: Handbooks and Policy Manuals, Onboarding Documentation, Agendas & Sign-Ins for Trainings.

2B. Describe how Synergy Public School's Professional Development will be Provided to Employees.

Action Steps:

1. Synergy Administration and Leadership team will create a professional development calendar.
2. All staff, in person and distance learning, will attend summer professional development.
3. Distance learning staff members will meet via ZOOM with grade level teams weekly to collaborate and plan instruction ensuring continuity and equity for Distance Learning and in-person students.
4. Distance learning staff members will attend weekly Wednesday professional development, either via ZOOM or in person.
5. Distance learning teachers will receive feedback virtually or in person from Administration or Instructional Specialist.
6. Distance learning teachers will be provided virtual coaching, modeling or co-teaching.

Responsible Parties: School Administrators, Instructional Specialist, Outside Curriculum PD Specialist and Master Teachers
Timeline: Early July, July Professional Development, Weekly and Yearly On-Going
Evidence: Professional Development Calendar, Meeting Agendas & Sign-Ins, Google Forms, Goal Setting Sheets

PROFESSIONAL DEVELOPMENT TOPICS PRIOR TO DISTANCE LEARNING & THROUGHOUT THE YEAR
- Setting Up Google Classrooms & Schoolmaster Rosters/Attendance
- Digital Citizenship Modules for students
- Distance Learning curriculum: I-Ready, Success for All, Intervention Apps, Freckle, Dimensions Math
- School Communication FLYER Connect App

- Reducing Anxiety for Students Returning to School.
- Communication/Technology/Reopening and Health and Safety Plans
- HR Policies and Teacher Handbook
- Standards Based Instruction
- Engaging students during distance learning instruction
- Social and Emotional Learning –Getting Along Together Program
- Trauma Informed Strategies
- ELL Learners
- Go Guardian Monitoring Student Computer Use.

3. Connectivity

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 Distance Learning.

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

4. Instructional Methods and Monitoring Learning

a. Below are a list of the methods that Synergy Public School will use 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

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.Direct Instruction via Google Classroom and Zoom 2. Guided Instruction via Google Classroom and Zoom 3.Independent App Practice 4.Gradual Release of Responsibility 5.Think-Learn-Do-Exercise-Practice. 6. Videos	1. Singapore Dimensions Math 2. Dimensions online E-Books 3. Freckle/StarFall (APPS) 4. Gradual Release Framework	1. Dimensions Math Weekly Assessments 2. Daily-Submitted Assignments 3. Daily- Exit Tickets 4. Daily- Freckle Adaptive Lesson Progress and Assignments 5. Observation/Questioning	1. Dimensions Math Unit Assessments (End of Unit) 2. Kinder Skills summative checklist. (End of Unit)
1-3	1. Direct Instruction via Google Classroom and Zoom 2. Guided Instruction via Google Classroom and Zoom 3. Independent App Practice 4. Gradual Release of Responsibility 5. Think-Learn-Do-Exercise-Practice 6. Videos/Multi-media 7. Project Based Learning	1. Singapore Dimensions Math 2. Dimensions online E-Books 3. Freckle (APP) 4. Gradual Release Framework	1. Weekly -Dimensions Math Assessments 2. Daily- Submitted Assignments 3. Daily-Exit Tickets 4. Daily- Freckle Adaptive Lesson Progress 5. Galileo Quizzes (As Assigned or Weekly) 6. Daily-Observation/Questioning	1. Dimensions Math Unit Assessments. (End of Unit) 2. Quarterly Galileo Assessments
4-6	1. Direct Instruction via	1. Singapore Dimensions	1. Weekly Dimensions Math	1. Dimensions Math Unit

| | Google Classroom and Zoom
2. Guided Instruction via Google Classroom and Zoom
3. Independent App Practice
4. Gradual Release of Responsibility
5. Think-Learn-Do-Exercise-Practice
6. Videos/Multi-media
7. Project Based Learning | Math
2. Dimensions online E-Books
3. Freckle (APP)
4. Gradual Release Framework | Assessments
2. Daily –Submitted Assignments
3. Daily- Exit Tickets
4. Daily-Freckle Adaptive Lesson Progress
5. Galileo Quizzes (As Assigned or Weekly)
6. Daily- Observation/Questioning | Assessments. (End of Unit)
2. Quarterly Galileo Assessments. |

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. Success for All's, Kinder Corner Program is a comprehensive program that provides students with a wide array of literacy-enhancing experiences to promote their language and literacy development. Students in Kinder Corner participate in listening, speaking, reading, and writing activities throughout their day. Teachers model fluent reading and help students to develop listening-comprehension skills though Story Telling and Retelling (STaR) lessons. Each STaR book is read interactively	1. Success for All Kinder Corner Program 2. Wordly Wise 3. Starfall App 4. Gradual Release Framework	1. Daily-Submitted Assignments 2. Daily- Checklist During Live Instruction 3. Daily- Exit Tickets 4. Daily- Oral Language Assessments during live instruction. 5. Weekly Grapheme Assessment. 6. Daily- Observation/Questioning	1. SFA –SOLO (Student Oral Language Observation) 2. DIBELS- Beginning/Middle /End Students will be scheduled a time to report to be assessed by staff one-on-one. ***In the event of a school closure or intermittent distance learning must occur, in-person and distance learning students will take DIBELS benchmarks upon the return to in-person school.***

	with students on the first day and then retold with puppets or through dramatization on the second day. 2. Direct Instruction via Google Classroom and Zoom 3. Guided Instruction via Google Classroom and Zoom 4. Independent App Practice 5. Gradual Release of Responsibility 6. Success for All Interactive program 7. Videos/Multi-media			
1-3	**GRADES 1-3** 1. Direct Instruction via Google Classroom and Zoom 2. Guided Instruction via Google Classroom and Zoom 3. Independent App Practice 4. Gradual Release of Responsibility 5. Videos/Multi-media *1st Grade* Success for All Interactive program. Reading Roots is comprehensive program that targets the needs of beginning readers. It is a research-based, beginning-	**1st Grade** 1. Success for All 2. Wordly Wise 3. I-Ready Toolbox 4. SFA –Reading Roots shared stories. 5. Fast Track Phonics 6. Gradual Release Framework	**1st Grade** 1. Daily Submitted Assignments 2. Daily-Checklist During Live Instruction 3. Daily Exit Tickets 4. I-Ready Adaptive Assessments (As Assigned) 5. Galileo Quizzes (As Assigned) 6. Fast Track Phonics Assessment (Every 10 Lessons)	**1st Grade** 1. DIBELS- Beginning/Middle /End 2. SFA Quarterly Reading Assessment. Students will be scheduled a time to report to be assessed by staff one-on-one. ***In the event of a school closure or intermittent distance learning must occur, in-person and distance learning students will take benchmarks upon the return to in-person school***

reading program that provides a strong base for young readers through systematic phonics instruction, supported by decodable stories, and instruction in fluency and comprehension. The Shared Stories allow students to read complex, engaging, and interesting stories, even when they know only a few letter sounds. **2nd – 3rd Grade** 1. Ready-Distance learning whole group teacher lessons. 2. I-Ready Adaptive Instruction Delivers Distance Learning lessons that provide • tailored instruction and practice for each student to accelerate growth • Supports teachers with in-the-moment resources for remediation and reteaching at individualized, small group, and whole class levels of instruction	**2nd-3rd Grade** 1. I-Ready 2. Ready Toolbox 3. Ready Curriculum 4. Gradual Release Framework	**2nd-3rd Grades** 1. Daily Submitted Assignments 2. Daily Checklist During Live Instruction 3. Daily Exit Tickets 4. I-Ready Adaptive Assessments (As Assigned) 5. Galileo Quizzes (As Assigned or Weekly) 6. Project Based Learning (As Assigned) 7. Ready Assessments 8. Daily Observation/Questioning	**2nd Grade** 1. Quarterly Galileo 2. End of Unit I-Ready Assessments **3rd Grade** 1. Quarterly Galileo 2. End of Unit-Ready Assessments 3. Quarterly SFA 4-Sight 4. Yearly AZ Merit2 Students will be scheduled a time to report to be assessed by staff one-on-one. ***In the event of a school closure or intermittent distance learning must occur, in-person and distance learning students will take***

				benchmarks upon the return to in-person school
	• Is **research-based and proven to work**—students who use *I-Ready Personalized Instruction*			

4-6	**4th -6th Grade**
	1. Direct Instruction via Google Classroom and Zoom
	2. Guided Instruction via Google Classroom and Zoom
	3. Independent App Practice
	4. Gradual Release of Responsibility
	5. Videos/Multimedia
	6. Ready-Distance learning whole group teacher lessons.
	7. I-Ready Adaptive Instruction Delivers Distance Learning lessons that provide
	  • tailored instruction and practice for each student to accelerate growth
	  • Supports teachers with in-the-moment resources for remediation and reteaching at individualized, small group, and whole
		4th-6th Grade
		1. I-Ready ELA
		2. Ready ELA Toolbox
		3. Ready ELA Curriculum
		4. Gradual Release Framework
			4th-6th Grades
			1. Daily Submitted Assignments
			2. Daily Checklist During Live Instruction
			3. Daily Exit Tickets
			4. I-Ready Adaptive Assessments (As Assigned)
			5. Galileo Quizzes (As Assigned or Weekly)
			6. Project Based Learning (As Assigned)
			7. Ready Assessments (As Assigned)
			8. Daily Observation/Questioning
				4th-6th Grades
				1. Quarterly Galileo
				2. End of Unit I-Ready Assessments
				3. Quarterly SFA 4-Sight
				4. Yearly AZ Merit2
				
				Students will be scheduled a time to report to be assessed by staff one-on-one. *In the event of a school closure or intermittent distance learning must occur, in-person and distance learning students will take benchmarks upon the return to in-person school.*

	class levels of instruction • Is **research-based and proven to work**—students who use *I-Ready Personalized Instruction*			

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. Direct Instruction via Google Classroom and Zoom 2. Guided Instruction via Google Classroom and Zoom 3. Gradual Release of Responsibility 4. Experiments and Demonstrations 5. Project Based Learning 6. STEM	1. Mystery Science 2. Gradual Release Framework	1. Daily Exit Tickets 2. Daily Reflection Sheets 3. Quizzes (As Assigned) 4. Daily Observation/Questioning 5. Projects/Experiments (As Assigned)	1. Completion of Projects/Experiments
1-3	1. Direct Instruction via Google Classroom and Zoom 2. Guided Instruction via Google Classroom and Zoom 3. Gradual Release of Responsibility 4. Experiments and Demonstrations	1. Mystery Science 2. Gradual Release Framework	1. Daily Exit Tickets 2. Daily Reflection Sheets 3. Quizzes (As Assigned) 4. Daily Observation/Questioning 5. Project Based Assignments (As Assigned) 6. Experiments (As Assigned)	1. Completion of Projects/Experiments 2. Mystery Science Tests 3. Internally Created Assessments

	5. Project Based Learning 6. STEM			
4-6	1. Direct Instruction via Google Classroom and Zoom 2. Guided Instruction via Google Classroom and Zoom 3. Gradual Release of Responsibility 4. Experiments and Demonstrations 5. Project Based Learning 6. STEM	**4th and 5th Grades** 1. Mystery Science 2. Gradual Release Framework **6th Grade** 1. Internally Developed Curriculum 2. Gradual Release Framework	1. Daily Exit Tickets 2. Daily Reflection Sheets/Journals 3. Quizzes (As Assigned) 4. Daily Observation/Questioning 5. Projects (As Assigned) 6. Experiments (As Assigned) 7. Internally Created Assessments (As Assigned)	1. Completion of Projects/Experiments 2. Mystery Science Tests (4th & 5th) 3. Yearly AIMS Science (4th Grade) 4. Internally Created Assessments

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	**ART/MUSIC/P.E.** 1. Direct Instruction via Google Classroom and Zoom 2. Guided Instruction via Google Classroom and Zoom 3. Gradual Release of Responsibility 4. Demonstrations 5. Videos other Media 6. Project Based Learning	1. Internally Designed Lessons based on State Standards.	1. Daily Exit Tickets 2. Quizzes (As Assigned) 3. Daily Observation/Questioning 4. Daily Submitted Assignments 5. Projects (As Assigned) 6. Internally Created Assessments	1. Standards Based- Internally Created Assessments 2. Project Completions

1-3	***ART/MUSIC/P.E.*** 1. Direct Instruction via Google Classroom and Zoom 2. Guided Instruction via Google Classroom and Zoom 3. Gradual Release of Responsibility 4. Demonstrations 5. Videos other Media 6. Project Based Learning	1. Internally Designed Lessons based on State Standards.	1. Daily Exit Tickets 2. Quizzes (As Assigned) 3. Daily Observation/Questioning 4. Daily Submitted Assignments 5. Projects (As Assigned) 6. Internally Created Assessments	1. Standards Based-Internally Created Assessments 2. Project Completions
4-6	***ART/MUSIC/P.E.*** 1. Direct Instruction via Google Classroom and Zoom 2. Guided Instruction via Google Classroom and Zoom 3. Gradual Release of Responsibility 4. Demonstrations 5. Videos other Media 6. Project Based Learning	1. Internally Designed Lessons based on State Standards.	1. Daily Exit Tickets 2. Quizzes (As Assigned) 3. Daily Observation/Questioning 4. Daily Submitted Assignments 5. Projects (As Assigned) 6. Internally Created Assessments	1. Standards Based-Internally Created Assessments 2. Project Completions

Social Studies: Synergy's social studies curriculum is internally developed in alignment with the needs outlined by the Arizona State Standards. Because students living in our target population often lack the background knowledge needed to comprehend complex reading passages, a wide variety of literature and informational resources that align to the social studies standards are used to create high quality lessons that teach students' American history, world history, civics/government, geography, and economics and are integrated with the English Language Arts standards of reading, writing, and speaking. In grades K-2, social studies reinforces literary skills to the extent possible, using social studies topics. For the most part, it is another opportunity for our students to read and write to ensure progression in literacy. In grades 3, 4, 5 and 6 lessons focus more on social studies content.

5. Meeting the Needs of Students with Disabilities and English learners

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.

How Synergy Public School ensure access and meet the needs of students with disabilities.

Action Steps:

1. All students will be provided equitable access to the general curriculum and a free and appropriate public education in accordance with their Individualized Education Plan (IEP).
2. Synergy's Special Education Distance Learning program will meet the individual needs of students by embedding accommodations directly into the delivery of our standards-based curriculum.
3. Students will be provided general education curriculum by the Distance Learning teacher, the same as all other Distance Learning students. The Distance Learning teacher will know the student's IEP goals and provide students with individual support and accommodations with curriculum.
4. Special Education Services for learning needs in the category of Specific Learning Disability (Reading, Fluency, Reading Comprehension, Written Expression, Math Problem Solving, Math Calculation) will be provided as per the student's Individual Education Plan (IEP) and will be addended to address the provision of services for Distance Learning video tele-therapy services. Student/s will be seen, via Google Classroom Live by the Special Education Teacher per schedule to meet IEP minutes.
5. A specific day and time will be scheduled to address the needs of special education students. These sessions may include individual or small group instruction.
6. The special education teacher will receive training on Distance Learning platforms along with the general education teachers.
7. The special education team will provide parents with a variety of additional resources to support when helping students participate in the general education curriculum.
8. Speech and Occupational Therapy (OT) will be provided as written in the student's IEP, and will be addended to address the provision of services for Distance Learning video tele-therapy services.
9. Student/s may be seen, scheduled individually, or in small groups of five or less students using "Zoom". A specific day and time period will be scheduled to address the needs of speech and OT students.
10. **IEP Meetings:** All IEP meetings will be held either in person or via Zoom.

Responsible Parties: Special Education Teacher, Special Education Director, Distance Learning Teacher, School Administrators, IEP Team, OT/Speech/PT Providers, Instructional Specialist,

Timeline: Daily Instructional Schedule, July Professional Development, Weekly Professional Development, Year-Round

Evidence: Distance Learning and Special Education Teacher Schedules, IEP Goals, Agendas and Sign-Ins, Parent Resources, IEP Meeting Notices.

Process For Implementing Action Steps

- The special education team will ensure that the daily special education schedule allows time to meet student minutes and specific IEP goals.
- The Distance Learning teacher and special education teacher will collaborate to create students schedules to ensure students receive their IEP minutes and general education curriculum.
- The Distance Learning teacher will monitor progress on the general education curriculum using classroom assessments and assignments and the special education teacher will monitor progress towards IEP goals with observation, assignments, and individual testing sessions on Wednesday early dismissal afternoons when feasible.
- The General Education Distance Learning teacher and special education will communicate directly with parents to support them in understanding how special education goals will be addressed and provide parents with specific progress on student's growth.
- Coaching and Ongoing Feedback and PD for Special Education Teacher.

How Synergy Public School ensure access and meet the needs of English Language Learners.

1. Synergy Public School will implement the ELL program and strategies for distance learning ELL students in accordance with Arizona State requirements.
2. Synergy distance learning classrooms will use instructional, evidence-based strategies embedded with all lessons. including, but are not limited to:
   - Direct instruction on vocabulary and comprehension strategies
   - Providing explicit instruction
   - Using visuals, models and graphic organizers
   - Activation of background knowledge

- Modeling of metacognition strategies
- Adapting lessons and materials as necessary to provide language supports

3. Synergy will use the Wordly Wise Curriculum for Vocabulary and Language Development
   - **Grades K-1**, Students are introduced to vocabulary through a carefully sequenced progression of activities that develop sophisticated oral vocabulary.
   - **Grades 2nd -6th Lessons** incorporate the use of context clues, word study (Greek and Latin roots, prefixes and suffixes, and synonyms and antonyms), reading comprehension, and writing. The words chosen for *Wordly Wise* were selected to expand critical grade-level vocabulary and improve reading comprehension. The words are mainly Tier 2 words—high-utility, academic vocabulary—with a healthy smattering of Tier 3 words—domain-specific academic vocabulary.

4. I-Ready/Ready Curriculum with ELL supports and scaffolding built into lessons.
5. Teachers will use the Gradual Release of Responsibility and scaffold lessons for students.
6. The use of Freckle adaptive lessons with adaptive technology for ELLs students.
7. Professional Development will be provided on ELL curriculum programs.

Responsible Parties: SEI Teacher, School Administrators, Instructional Specialist,
Timeline: Daily SEI Schedule used for Instruction, July Professional Development, Year-Round Professional Development
Evidence: SEI Schedule, Lesson Plans, Coaching Forms and Plans, PD Agendas and Sign-Ins

Process For Implementing Action Steps

- Spring AZELLA assessment data will be reviewed to determine each student's proficiency level.
- Synergy will follow the 2-hour SEI model in Distance Learning blocked schedules and ELP standards will be used in planning and instruction
- Feedback and Observation on Curriculum Implementation
- Teacher supports through virtual or in-person coaching and Professional Development

6. Social and Emotional Learning Support for Students

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	
	Packet of Social and Emotional Topics	X	X	X	X	
	Distance Learning Social Emotional videos	X	X	X	X	
	Parent Training	X	X	X	X	
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	
	Phone	X	X	X	X	
	Webcast (TELE-THERAPY)	X	X	X	X	
	Email/IM					
	Other:					

Description of how Synergy Public School will provide social and emotional learning support to students using the methods identified in the above charts.

Action Steps:

1. At Synergy Public School, a trauma sensitive approach is used to create and establish an environment and school community that is physically and emotionally safe, well-disciplined and conducive to learning
2. Behavioral expectations and routines are developed and taught to all students ensuring consistent expectations across all learning platforms
3. Distance Learning teachers will create the same consistent learning environment as in person teachers. They will:
   - Greet their students before every live lesson and immediately engage the students.
   - Create and teach classroom procedures for a supportive and structured distance learning classroom.
   - Develop a caring relationship with students so that students are comfortable with the teacher.

- Pay careful attention to student's behavior or conversations during distance learning instruction to identify areas of social and emotional support a student may need.
- Recognize the signs of anxiety or depression in students.
- Be aware of trauma students may have experienced during school closure.
- Provide students supportive feedback on behaviors.

5. Synergy schools works directly with Terros Behavioral Health. Terros provides school based counseling services for students and families who are referred by the school or a teacher. Terros is a partner who helps support the academic, emotional, behavioral and social success of all students as well.
6. Distance learning teachers may discuss with parents, student behaviors or emotions that need additional support. The Distance Learning teacher can refer the family and student to Terros for an intake appointment and possible services. The school based Terros counselor may provide Distance Learning counseling or services to the student/family if deemed necessary.
7. Synergy Public School uses Success for All's Getting Along Together Program for social and emotional learning. Getting Along Together has a three-pronged focus: students learn thinking and cognitive skills, emotional management, as well as interpersonal and social skills. Collectively, these skills and strategies create a peaceful school environment where students are empowered to manage their own behavior, decrease conflict, and increase receptivity to learning. Getting Along Together helps students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems.
8. Students do not always come to school with sufficient conflict-management skills or self-regulation skills to negotiate a virtual classroom setting. To develop a healthy control of their emotions, they may need to practice specific strategies for cooling down when they feel themselves getting frustrated or angry. After the first two weeks of the distance learning lessons, Getting Along Together begins the regular routine of a skill lesson at the beginning of the week and a Class Council at the end of the week.
9. This live instruction will take place during the first 30 minutes of instruction daily. The Class Council is a half-hour meeting in which students do real-life application of the skills they are learning to create a more positive and productive learning environment. The live lesson will be recorded for those students who are unable to be live during the scheduled block.
10. Social Emotional Learning and Trauma training will be provided to teachers once a month on early release Wednesdays.

11. Distance learning teachers will either attend the sessions in person with the rest of the staff or Distance Learning via conference meeting platform (ZOOM). The first session on social emotion learning will be provided during summer professional development and will focus on reducing anxiety for students in returning to school.

Responsible Parties : *All Staff -Teachers, Administration, Terros Counselor, Instructional Specialist, Behavior Specialist.*
Timeline: *Daily Classroom Expectations, Counseling 1-2 times a week, Daily Getting Along Social Emotional Lessons, Weekly Class Council Meetings, ZOOM Assemblies twice weekly, July Summer Professional Development and Monthly Professional Development.*
Evidence: *Lesson Plans and Class Schedules, Classroom Expectations and Rules, Professional Development Calendar, PD Agendas and Sign-Ins, Classroom Visuals, Student Handbook with Rules and Expectations, Parent Communication Logs*

7. Demonstrating Mastery of Academic Content

How Synergy Public School will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

1. Synergy Public School students in grades K-6 will be promoted to the next grade level based on their measured academic growth, performance and achievement. This achievement is based upon analysis of a combination of major summative and end-of-unit assessment scores, as well as overall classroom grades and performance. **In-Person and Distance learning students will be required to demonstrate and meet the same levels of competency and grade level mastery.**
2. Criteria for Mastery:
    o In order to demonstrate mastery of the Arizona State Standards, multiple forms of assessment will be utilized in each class at Synergy Public School. Final grades will be configured through an average of different assessment categories outlined below:
    o Classwork assignments
    o End of lesson assessments: Delivered to students after direct instruction and in small group.
    o Weekly Formative Assessments
    o Comprehensive summative assessments: Delivered through the DIBELS, Galileo Benchmarks, SFA 4sight assessments and State Assessment (AzMERIT2).
3. At Synergy Public School, the percentage that demonstrates proficiency or mastery of a skill or content has been set at 80%. This is intentionally set higher than the standard score of 70% utilized by other educational institutions. The rationale behind this percent is to guide and push students to surpass the Arizona Standards, not just meet them. On norm-referenced tests,

the 80% will be determined based on number of questions the student answers correctly out of the number of questions assessed. On end of the lesson assessments, the 80% will be determined by the number of problems presented or a rubric.

The grading system at Synergy Public School will be:

- o 90-100% is an A/Highly Proficient. The student has displayed mastery that exceeds the objective(s).
- o 89-80% is a B/Proficient. The student has displayed proficient mastery of the objective(s).
- o 79-65% is a C/Minimally. The student is approaching mastery of the objective(s).
- o 64% and below is a D/Not Proficient. The student has not mastered the objective(s).

4. Develop layers of Intervention to support growth towards mastery*:*
   - o Students are presented with maximum opportunities to master the curriculum:
   - o End of lesson assessments are based on whole group direct instruction, with sufficient modeling and practice provided
   - o Small group intervention with the Distance Learning teacher using an alternate lesson.
   - o Leveled reading and math intervention using an individualized Distance Learning program with placement determined by assessment.
   - o Enrichment opportunities through Distance Learning and project based learning.
5. Members of the student intervention team will review students in regular education who are not making adequate gains despite standard program intervention and are referred by the distance learning teacher. In particular, students who are struggling with academics, behavior, and/or attendance are reviewed and are supported with additional school resources.
6. Interventions will be developed and goals will be set with the teacher and parent to help the child attain greater academic growth. Student progress towards goals will be monitored every two weeks and re-evaluated based on the data collected.

7. **Grade 3 (Applies to Distance learning and In-Person Students)**
   To maintain compliance with *Arizona, Move on When Reading* legislation, Synergy Public School will not promote a third-grade student "if the pupil obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates that the pupil's reading is not proficient at the third-grade level." Based on Arizona state law, there are two exceptions to this including English Language Learners (who have received less than two years of English instruction) and students with disabilities who have previously been retained. All parents will be notified annually that 3rd graders who are reading far below the third-grade reading level may not be promoted. For third graders who are at risk of being retained, the parents/guardians, the student's teacher and the Executive Directors will choose the most appropriate

reading interventions and remedial strategies for the student. Parent/Guardian Communication for Student Progress (All Grades)

8. Each student, ***Distance Learning or in person***, at Synergy will have his/her progress formally communicated to parents/guardians throughout the year through quarterly parent teacher conferences, mid-term progress reports, assessment data, weekly communication by e-mail, phone call or written notes. This will safeguard that communication is explicit and timely between Synergy and the parent/guardian. During second quarter conferences, teacher will be required to document on report card students not progressing and are in jeopardy of being retained.

 Responsible Parties : Distance Learning Teacher, All Administration, Student Intervention Team (Including Teacher and Parent), 3ʳᵈ Grade Teachers,

Timeline: Teachers will take 2 Grade per Subject Per Week, Progress Reports every two weeks. Quarterly Report Cards, Student Intervention Team Meetings Weekly, Teacher Progress Reports every 2 Weeks, Daily Intervention Instruction, Move On When Reading Letters sent 2 times a year, Ongoing Parent Contact

Evidence: Grade Books, Lesson Plans, Report Cards, Progress Notes, Student Intervention Team Meeting Schedule, Intervention Goal Sheets, Move on When Reading Notices, Parent Communication Log

8. Benchmark Assessments

The tables below list the assessments Synergy Public School will use for benchmarking in grades K-12), and 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 (Distance Learning, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten	*Dimensions Math Tests*	*In-Person*	*August, December, May*
1-3	*1ˢᵗ Grade Dimensions Math Tests* *2ⁿᵈ & 3ʳᵈ Grade- Galileo Math*	*In-Person* *In-Person (Distance learning if Long Term School Closure)*	*August, December, May* *August, October, December, March, May*
4-6	*4ᵗʰ-6ᵗʰ Grade- Galileo Math*	*In-Person (Distance learning if Long Term School Closure)*	*August, October, December, March, May*

	Benchmark Assessments (ELA)		
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (Distance Learning, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten	DIBELS	In-Person	August, December, May
1-3	1st Grade SFA Reading Roots	In-Person	August, October, December, March, May
	1st Grade DIBELS	In-Person	August, December, May
	2nd & 3rd Grade- Galileo ELA	In-Person (Distance learning if Long Term School Closure)	August, October, December, March, May
	3rd Grade SFA 4-Sight	In-Person (Distance learning if Long Term School Closure)	August, October, December, March, May
4-6	4th-6th Grade- Galileo ELA	In-Person (Distance learning if Long Term School Closure)	August, October, December, March, May
	4th-6th Grade SFA 4-Sight		

Additional Assessment Information

Synergy Public School believes that in order to gather the most accurate, valid data for student progress, secure assessments should be given at the school when possible. For this reason, distance learning students will be given days and times to report to the school for assessments.

DIBELS-Kinder and 1st Distance learning students will be administered the DIBELS benchmark assessment in-person on early release Wednesdays. Students will be scheduled a time to report to be assessed by staff one-on-one. *In the event of a school closure or intermittent distance learning must occur, in-person and distance learning students will take DIBELS benchmarks upon the return to in-person school.*

SFA Reading Roots (1st Graders) First Grade distance learning students will be administered the quarterly SFA reading roots assessment in-person on early release Wednesdays. Students will be scheduled a time to report to be assessed by staff one-on-one, this will be coordinated with the DIBELS assessment when feasible to reduce the number of times distance learning students have to come to the school. *In the event of a school closure or intermittent distance learning must occur, in-person and distance learning students will take SFA Reading Roots benchmark upon the return to in-person school.*

SFA 4-Sight (3rd -6th Graders)

Distance learning students in Grades 3-6 will be administered the quarterly SFA 4-Sight assessment in-person on early release Wednesdays. Beginning of the year pre-test will occur during the first two weeks of school, and then at the end of each quarter. Students will be scheduled a time to report to be assessed at school to ensure accurate data is collected. *In the event of a school closure or intermittent distance learning must occur, in-person and distance learning students will take SFA 4-Sight benchmark upon the return to in-person school. If the closure is long-term, students will take the assessment distance learning at home.*

Galileo ELA & Math (2nd-6th Grades)

Distance learning students in Grades 2-6 will be administered the quarterly ELA & Math Galileo assessments in-person on early release Wednesdays. Beginning of the year pre-test will occur during the first two weeks of school, and then at the end of each quarter. Students will be scheduled a time to report to be assessed at school to ensure accurate data is collected. Galileo Benchmark Assessments will be given to assess students on their progress towards mastery of the standards. These benchmark assessments will be used as a guide in planning and developing lessons and interventions. *In the event of a school closure or intermittent distance learning must occur, in-person and distance learning students will take Galileo benchmarks upon the return to in-person school. If the closure is long-term, students will take the assessment distance learning at home.*

AZELLA Placement & Reassessment Test

Distance learning students in Grades K-6 who require an AZELLA placement test, will be administered the assessment within the first 30 days of school. Any student entering after the 30 days who needs to be assessed, will be assessed within 2 weeks. At the time of distance learning registration, if feasible the AZELLA will be administered that day in person. AZELLA assessments must be administered in person so Distance Learning students will be required to report to the school at a scheduled time for the assessment.

Distance learning students in grades K-6 who require an AZELLA spring reassessment, will be administered the assessment within the 6-week required state timeline. AZELLA assessments must be administered in person so Distance Learning students will be required to report to the school at a scheduled time for the assessment. *In the event of a school closure or intermittent distance learning must occur, in-person and distance learning students will take the AZELLA upon the return to in-person school or as guided by the Arizona Department of Education.*

Additional School Information

Synergy has purchased Chromebooks to provide every student with a one-on-one computer for in class and distance learning purposes.

Synergy has purchased additional Instructional Apps for a more successful implementation of intervention and differentiation for distance learning and in-person students.

Google Classroom/Curriculum Instruction: Synergy has created modules, lessons and videos to explicitly teach all students (in-person or distance learning) how to use google classroom. The first two days of Distance Learning instruction will be dedicated to teaching students how to access, login, and complete assignments on each of the various platforms. All students, whether they are in person or Distance Learning will be using Google Classroom during the day. All students (in-person or distance learning) will be required to complete digital citizenship modules and be a certified student technology user during the first week of school. ***In the event of a school closure or intermittent distance learning must occur, all students will be prepared to begin Distance Learning.***

Synergy's Distance Learning curriculum will align with Arizona curriculum standards along with the unique ability to align to the mission/vision of our school's population of distance learning students. The content and approach will include three basic components that will be essential to our student population: ***1. An instructional model grounded in research for educating at-risk youth***. ***2. Rigorous standards-based content*** and ***3. Supports and scaffolds to ensure student success.***

The distance learning curriculum will provide engaging content with direct instruction, videos, live lessons with virtual teachers, and interactive tools to motivate students. It will also provide a multi-tiered system of support for all of our subjects and all of our grades. Through curriculum mapping, Synergy has identified the essential skills needed for success and is able to serve students who are on or above grade level, students not mastering skills and individualized intervention strategies to meet that student's needs and gaps.   The Distance Learning line platform will report data in real time and teachers will be able to easily identify student needs and implement strategies to ensure growth and mastery towards standards.

Synergy will use a curriculum model that will include:
- Interactive tools and supports
- Explicit instruction
- Activating students' prior knowledge
- Establishing a clear lesson purpose, goals and expectations
- Presenting instruction in small, manageable segments
- Providing clear instruction, including modeling with multiple examples
- Providing opportunities to practice with varying levels of scaffolded support
- Conducting frequent checks for understanding and appropriate feedback
- Using multiple representations for assessing student understanding.
- Incorporating a variety of lesson assessment types, including exit tickets and formative assessments.

- Gradual Release of Responsibility Framework for all lessons. There are four phases of the GRR framework which will be a part of every Distance Learning and in person lesson: Each lesson will consist of Explicit Instruction ("I do it"); Guided Instruction ("We do it"); Collaborative Learning ("You do it together"); and Independent Leaning ("You do it alone").

On-Line Staff Evaluation Process:
1. Online staff will receive training on the evaluation instrument, prior to evaluations beginning.
2. Online teachers will be provided with an evaluation schedule at the beginning of the year.
3. Online teachers will be formally and informally evaluated 2 times a year.
4. Administrators will attend the on-line class in which the teacher will be evaluated formally.
5. Administrators will pop in to on-line classes unannounced for informal evaluations.
6. Pre-and Post-conferences will take place via ZOOM or in-person.
7. Director of Curriculum or Instructional Specialist may pop in to online sessions to provide informal feedback or real time support.
8. The evaluation instrument may be altered in order to meet the on-line class platform.