

# Distance Learning Plan Template for School Districts

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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. School districts are required to submit a DLP to the Arizona Department of Education (ADE) prior to implementing distance learning. School districts may begin operating their DLP upon submission of the plan to ADE. Charter schools are required to use the template provided by the Arizona State Board for Charter Schools (ASBCS) and must submit their DLP as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

School Districts may make revisions to improve their DLP at any time, but must submit those changes to the ADE within 10 business days of any substantive revision. School districts should contact the ADE at [EmergencyDL@azed.gov](mailto:EmergencyDL@azed.gov) to revise their DLP.

A school district that has been approved to operate an AOI but plans to operate distance learning for students enrolled in a brick and mortar school must submit a DLP prior to beginning operations. School districts are required to submit a DLP to be eligible for the Governor's Enrollment Stability Grant Program.

## Instructions

A school district that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ADE. School districts not utilizing the appropriate template will be required to revise and resubmit their plans. Plans not submitted in the template must wait to begin DL instruction until the plan is submitted in the approved template. The template is a Word document that must be completed in its entirety and submitted via email to [EmergencyDL@azed.gov](mailto:EmergencyDL@azed.gov), as specified in communications from ADE.

In the sections found on pages 3-5, a school district will populate background information regarding school district and school information, including basic information about each school district'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 school district 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 school district 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"> <li>1. Develop full Professional Development Calendar that includes training on Virtual Instruction.</li> <li>2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training</li> <li>3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model</li> <li>4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).</li> </ol>	<ol style="list-style-type: none"> <li>1. Dean of Academics</li> <li>2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches)</li> <li>3. Dean of Academics and Virtual Instructors</li> <li>4. Instructional Coaches</li> </ol>	<ol style="list-style-type: none"> <li>1. Early July</li> <li>2. Last week of July</li> <li>3. Weekly</li> <li>4. Weekly (as needed)</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional Development Calendar</li> <li>2. Training Agendas, Sign in Sheets, and Presentations</li> <li>3. Meeting Notes</li> <li>4. Coaching Logs</li> </ol>

The example above is not intended to demonstrate that these are specific action steps a school district 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 school district to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

## School District Information

*\*School districts are only required to submit one DLP. If individual schools within a district are providing unique instructional programs, we encourage school districts to incorporate that information into one DLP, as opposed to completing additional templates. Please contact [EmergencyDL@azed.gov](mailto:EmergencyDL@azed.gov) with any questions.*

School District Name	San Carlos Unified School District	School District Entity ID	040220000
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Donna Manuelito		
Representative Telephone Number	928-200-0108		
Representative E-Mail Address	d.manuelito@sancarlos.k12.az.us		

## 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
Rice Elementary School	5989	04-02-20-104
San Carlos Middle School	1000382	04-02-20-102
San Carlos High School	4863	04-02-20-103
San Carlos Alternative School	89776	04-02-20-203

## Distance Learning Background Information

- a. Number of Instructional Days (3.b)

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*Each school district 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 ADE, if the school intended to switch to a different schedule for the 2020-2021 school year. If ADE 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.*

*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 school district operate for School Year 2020-2021?	176
How many instructional days did the school district operate for School Year 2019-2020?	180

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

Estimated Enrollment for FY 2021	1470	Start Date for Distance Learning	Aug 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	200	Estimated Number of Students Participating in Distance Learning for a Portion of the year	1270
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input checked="" type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input type="checkbox"/> 5. Other (Please explain below)		

<b>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</b>
Hybrid Model- distance learning with students learning in the classroom on some days, and from home on other days. A-M last names will be on Monday and Wednesday and last names beginning N-Z will be on Tuesday and Thursday. Friday will be Response to intervention in person students that are not doing RTI will work from home.

<b>Is the school district requiring students to do distance learning?</b>	Yes
<b>If students are required to do distance learning, is the school district 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?</b>	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)

- Describe how the school district 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 or documentation of time spent on educational activities.

**The school district 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/>**

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Hire Director of Online Student Records & Attendance to work with our School Information Specialist (SIS), school site registrars and office managers	Human Resource Director	Daily	Moved an administrator with background knowledge of alternative school settings
Prekindergarten-2 <sup>nd</sup> grade	Principal, School Improvement Specialists, Success Coaches and Teachers	-45 minutes per day, 5 days a week- Synchronous  -4 hours per day, 5 days a week- Asynchronous	-Attendance on PowerSchool  -Assignments completed and submitted by the student  - Parent attestation that student spent time on required asynchronous hours.
3 <sup>rd</sup> -5 <sup>th</sup> grade	Principal, School Improvement Specialists, Success Coaches and Teachers	-45 minutes per day, 5 days a week- Synchronous  -4.5 hours per day, 5 days a week- Asynchronous	-Attendance on PowerSchool  -Assignments completed and submitted by the student  - Parent attestation that student spent time on required asynchronous hours.
6 <sup>th</sup> -8 <sup>th</sup> grade	Principal, School Improvement Specialists, Success Coaches and Teachers	-75 minutes per day, 5 days a week- Synchronous  -4.5 hours per day, 5 days a week- Asynchronous	-Attendance on PowerSchool  - Assignments completed and submitted by the student  - Parent attestation that student spent time on required asynchronous hours.
9 <sup>th</sup> -12 <sup>th</sup> grade / Alternative School	Principal, School Improvement Specialists, Success Coaches and Teachers	-90 minutes per day, 5 days a week- Synchronous  -4.5 hours per day, 5 days a week- Asynchronous	-Attendance on PowerSchool  - Assignments completed and submitted by the student  - Parent attestation that student spent time on required asynchronous hours.

a. Describe the efforts the school district will make to ensure all enrolled students are contacted and in communication on a regular basis.

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Assign each student a success coach.</p> <p><b>Success Coaches</b></p> <p>Along with focusing on our students' academic success, SCUSD is deeply concerned for our students' social, emotional and mental wellbeing; to address these needs each student will be assigned a personal Success Coach. This supportive and caring adult will communicate regularly with the student, address any issue or need the student may have, monitor their academic progress, and be the liaison for the student and parent between home and school. Teachers and Success Coaches will work together to support students and families.</p>	Principals and Counselors	Weekly	<p>Success Coaches logs and documentations</p> <p>Individual Student Contact Notes</p> <p>Log entries in SIS PowerSchool</p>
Daily synchronous instructional time will be monitored by teacher and if student is not attending Success Coach will be contacted as well as parents.	<p>Site Administrators</p> <p>Success Coaches</p> <p>Teachers</p> <p>Registrar</p> <p>Counselors</p>	Daily (students will have a schedule that includes synchronous and asynchronous instruction)	Parent attestation that student spent time on required asynchronous.

### 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>Teachers will be expected to:</p> <ol style="list-style-type: none"> <li>1. Provide instruction through our LMS Schoology.</li> <li>2. Will use SCUSD Curriculum Map, Standards and quarterly benchmark assessments.</li> <li>3. Will turn in their lesson framework for the standard and the lesson planning for each learning objective.</li> </ol>	<p>Principals and teachers</p> <p>Human Resources Director</p> <p>Core Team</p> <p>Administration Team</p> <p>Classified Staff</p>	<p>Ongoing</p> <p>In accordance with employee evaluation requirements.</p>	<p>Lesson Framework</p> <p>Lesson Plan Form</p> <p>SIS PowerSchool attendance report</p> <p>Safety Net Standards</p> <p>Staff Meeting Notes</p> <p>PLC Notes</p> <p>PD Notes</p> <p>Teacher Evaluation</p> <p>Coaching Logs</p> <p>Parent Survey</p>

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<p>4. Teachers will take attendance during class virtual conferencing.</p> <p>5. Proficiency Scales and learning objectives will be reviewed throughout the daily lesson.</p> <p>6. Teachers will use virtual conferencing for each of their synchronous classes.</p> <p>7. Teachers will have set office hours during the school day Monday-Friday.</p> <p>8. Parent-Teacher virtual conferences will be held in the middle of the quarter.</p> <p>9. Teachers will be required to attend Professional Developments, staff meetings and PLCs.</p>			<p>Staff Survey Student Survey</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.*

<b>Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
<p>Human Resources will communicate the district phases of our Work Safety Expectations.</p> <p>Human Resources will make virtual training available in specific areas that deal with the employees' job.</p> <p>Professional Development for administrators, teachers and support staff.</p> <p>Benefits department will do wellness checks of employees.</p>	<p>Human Resources Director Benefits Supervisor Assistant Superintendent Core Team Administration Team Superintendent</p>	<p>District Orientation Bi-weekly Administration Meeting Weekly School Professional Development</p>	<p>Agendas Attendance Logs Certificates</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
Professional Development will be delivered through virtual conferencing through district, school and sites  Commercially Virtual Professional Development, webinars and recordings.	Assistant Superintendent Principals School Improvement Specialists	Weekly	PD Topics Attendance Sheets Copy of Training Certificates

**List Specific Professional Development Topics That Will Be Covered**

Distance Learning Practices Learning Management System (Schoology) Evidence of Shilgozhoo (Walkthrough, Observation and Evaluation) instrument. Proficiency Scales Adapting district curriculum for virtual learning Work Safety Covid-19 Distant Learning for ELL/Sped/gifted School Integration Plan specific PD per site Trainings from ADE, ASBA, the Trust, SafeSchools, Hoonuit, ASCD, SimpleK12,
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**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
<b>What was Used to Establish Need?</b>			
Questionnaire	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	X
Other: Online Survey	X	X	X
<b>What will be Used to Respond to Need?</b>			

Loaner Device (laptop/tablet)	X	X	x
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)			
Other: Local Internet Company (SCATUI)	X	X	X
<b>When will stakeholders have access to IT Support Availability?</b>			
Traditional School Hours			
Extended Weekday Hours	X	X	x
24/7 Support (Help tickets)	x	x	x
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.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<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	<i>Learning Management System (LMS)</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Study Island</i>
1-3	<i>Learning Management System (LMS)</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Study Island</i>
4-6	<i>Learning Management System (LMS)</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Assessment and Analytics</i>
7-8	<i>Learning Management System (LMS)</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Assessment and Analytics</i>
9-12	<i>Learning Management System (LMS)</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Assessment and Analytics</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Study Island</i>
<i>1-3</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Study Island</i>
<i>4-6</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Assessment and Analytics</i>
<i>7-8</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Assessment and Analytics</i>
<i>9-12</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Assessment and Analytics</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Study Island</i>
<i>1-3</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Study Island</i>
<i>4-6</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Assessment and Analytics</i>
<i>7-8</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Assessment and Analytics</i>
<i>9-12</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Assessment and Analytics</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Study Island</i>
<i>1-3</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Study Island</i>
<i>4-6</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Assessment and Analytics</i>
<i>7-8</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Assessment and Analytics</i>
<i>9-12</i>	<i>Learning Management System (LMS) -Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Assessment and Analytics</i>

<b>Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d) )</b>				
	<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>9-12</i>	<i>Learning Management System (LMS)-Schoology</i>	<i>Schoology with Zoom</i>	<i>Apps through Schoology and Zoom</i>	<i>After each objective taught through Assessment and Analytics</i>

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

San Carlos Middle School will be used for the Free On-Site Learning provisional. Personal Protective Equipment will be available.

## Meeting the Needs of Students with Disabilities and English Learners.

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

**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.**

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
IEP will be shared with classroom teacher through Special Education teachers so content can be adapted  Implement a clinic-based model to provide IEP goals that can not be done on an online environment	Site Administrator Teacher (Regular and Special Education) Exceptional Student Service Director Paraprofessionals Service Providers	IEP determination will be used	IEP requirements Service Providers log Completed progress reports
<b>Process for Implementing Action Step</b>			
IEP team meetings will be held virtually and will determine the content, procedures, modifications and accommodations necessary for student success during virtual learning.			

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Home Language Survey is administered to all new students  Virtual administer the AZELLA state assessment to students that have been identified  Once students are identified, teachers will be notified so that a WICCP	Assistant Superintendent Site Administrators ELL Coordinator Teachers Instructional Staff	Determined by the proficiency level the student is placed from the AZELLA test results	Log of activities Student progress on formative assessments Student progress on AZELLA Artifacts ELL Coordinator logs
<b>Process for Implementing Action Step</b>			

Depending on the proficiency level and stage teachers will provide age/grade level appropriate instruction and materials  
 Lesson will leverage home language background  
 Scaffold on background knowledge and language and prior experiences

### 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
<b>Social Emotional Learning</b>	Teacher Check-in	X	X	X	X	X
	Packet of Social and Emotional Topics	X	X	X	X	X
	Online Social Emotional videos	X	X	X	X	X
	Parent Training by SUCSD Parent Educators	X	X	X	X	X
	Other: MOU with Tribal Wellness Center	X	X	X	X	X

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person	X	X	X	x	X
	Phone	X	X	x	x	x
	Webcast	X	X	X	X	X
	Email/IM	X	X	X	X	X
	Other: MOU with Tribal Wellness Center	X	X	X	X	x

Provide a description of how the school district 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
Assign Success Coaches to each student	Principals	Weekly	Success Coaches documentation
Provide training to the staff on SEL	Federal Projects Director	Weekly	PD Topics Attendance Sheets Copy of Training Certificates

### Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the school district 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
Using the proficiency scales provided by ADE teachers will be able to assess competency	Teachers Site Administrators School Improvement Specialist	End of each objective Formative assessments to check for understanding	Scale score results
Using schoology apps to gauge formative assessments and summative assessments	Teachers School Improvement Specialist Site Administrators	Ongoing	Results assessments

### Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (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. Career and Technical Education Districts should submit N/A.

<b>Benchmark Assessments (Math)</b>			
	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	Study Island	Online	August 24-28, 2020
1-3	Study Island	Online	August 24-28, 2020
4-6	Assessment & Analytics	Online	August 24-28, 2020
7-8	Assessment & Analytics	Online	August 24-28, 2020
9-12	Assessment & Analytics	Online	August 24-28, 2020

<b>Benchmark Assessments (ELA)</b>			
	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	Study Island	Online	August 24-28, 2020

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1-3	<i>Study Island</i>	<i>Online</i>	<i>August 24-28, 2020</i>
4-6	<i>Assessment &amp; Analytics</i>	<i>Online</i>	<i>August 24-28, 2020</i>
7-8	<i>Assessment &amp; Analytics</i>	<i>Online</i>	<i>August 24-28, 2020</i>
9-12	<i>Assessment &amp; Analytics</i>	<i>Online</i>	<i>August 24-28, 2020</i>

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

**Additional Information (Optional)**

**The school district 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.**

The first two weeks of instruction will be used to implement social, emotional learning (SEL), trauma informed teaching and positive behavior interventions and supports (PBIS) and wellness checks.