

Distance Learning Plan Template for School Districts

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 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, 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"> 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 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 with any questions.*

School District Name	Willcox Unified School District #13	School District Entity ID	4170
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Kevin Davis		
Representative Telephone Number	520-384-8600		
Representative E-Mail Address	kevin.davis@wusd13.org		

School Information

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

School Name	Entity ID	CTDS
Willcox Elementary School	4755	020213101
Willcox Middle School	4756	020213102
Willcox High School	4757	020213201

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

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	1025	Start Date for Distance Learning	8/10/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	25	Estimated Number of Students Participating in Distance Learning for a Portion of the year	1025
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 checked="" 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 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:

Is the school district requiring students to do distance learning?	Yes
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?	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/>

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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 attendance guidelines and procedures for teachers to take daily attendance. 2. Email to teachers the guidelines and procedures for daily attendance while students are using the online platform. 3. Site principals meet with teachers and review attendance guidelines and procedures. Teachers may ask clarifying questions. 4. Teachers will take attendance as directed by their school site guidelines and procedures. 	<ol style="list-style-type: none"> 1. Leadership Team 2. Site Principals 3. Site Principals 4. Teachers 	<ol style="list-style-type: none"> 1. Early July 2. End of July 3. Early August 4. Daily 	<ol style="list-style-type: none"> 1. Attendance Guidelines and Procedures Document 2. Time Stamp emails when Attendance and Guidelines and Procedures were emailed to teachers 3. Principals' Agendas Teachers' Daily Attendance Logs- as list in the guidelines. 4. Power School attendance report from the Attendance Clerk.

a. Describe the efforts the school district 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
<ol style="list-style-type: none"> 1. Develop attendance guidelines and procedures for teachers to communicate with students daily. 2. Email to teachers the guidelines and procedures for daily communication with students. 3. Site principals meet with teachers and review daily communication guidelines and procedures. Teachers may ask clarifying questions. 	<ol style="list-style-type: none"> 1. Leadership Team 2. Site Principals 3. Site Principals Teachers 	<ol style="list-style-type: none"> 1. Early July 2. End of July 3. End of July 4. Daily 	<ol style="list-style-type: none"> 1. Communication Guidelines and Procedures Document 2. Time Stamp emails when Guidelines and Procedures were emailed to teachers 3. Principals' Agendas Teachers' Daily communication Logs- as list in the guidelines.

<p>4. Teachers will communicate with students per the guidelines and procedures.</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. Develop teacher and staff expectations during virtual learning. 2. Email to teachers and staff the expectations of teachers and staff during virtual learning. 3. Site principals and supervisors will meet with teachers and staff to review expectations. Staff may ask clarifying questions. 4. Site principals and supervisors will daily observe and guide staff to the correct expectation if not followed.</p>	<p>1. Director of Special Projects, Superintendent, Site Principals, and Supervisors 2. Site Principals and Supervisors 3. Site Principals and Supervisors 4. Site Principals and Supervisors</p>	<p>1. Mid July 2. End of July 3. End of July 4. Daily</p>	<p>1. Staff Expectations Document 2. Time stamp on emails 3. Agendas of Site Principals and Supervisors 4. Daily conversations, emails, letters of direction, etc....</p>

b. Describe commitments on delivery of employee support services including but not limited to:

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- *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
<ol style="list-style-type: none"> 1. Review and develop, if needed, human resource policies and procedures as it relates to the COVID pandemic. 2. Create a Human Resource direct point of contact for applicable situations for employees. 3. Meeting with site supervisors to review human resource policies and procedures. 4. If an employee has a COVID related situation, as directed by supervisor, follow listed procedures and contact assigned point of contact. 	<ol style="list-style-type: none"> 1. Superintendent, Human Resource Coordinator, Business Manager 2. Superintendent, Human Resource Coordinator, Business Manager 3. Superintendent, Human Resource Coordinator, Business Manager 4. Site Supervisors 	<ol style="list-style-type: none"> 1. Mid July 2. Mid July 3. End of July 4. Entire School Year 	<ol style="list-style-type: none"> 1. Human Resource updated Policies and Procedures 2. Name of the Person of Contact 3. Agendas of Human Resource Coordinator 4. Documentation of Employee COVID situations and Resolutions

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. From the CNA, identify areas of need for professional development for teachers and staff. 2. Create a District and School Site P.D. Calendar. 3. Share P.D. calendar with teachers and staff. 	<ol style="list-style-type: none"> 1. Site Principals and Director of Special Projects 2. Director of Special Projects 3. Site Principals 4. Site Principals and Director of Special Projects 5. Site Principals 	<ol style="list-style-type: none"> 1. May 2. Beginning of July 3. End of July 4. Throughout the School Year 5. Through the School Year 	<ol style="list-style-type: none"> 1. CNA 2. P.D. Calendar 3. Emails 4. Agendas of trainings 5. Certificates

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<p>4. Organize and have trainings at scheduled times. 5. Issue certificates once finished.</p>			
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List Specific Professional Development Topics That Will Be Covered

<p>Online instruction Programs, Google Classrooms, Mandated Trainings, CPI Training, Edgenuity, Schoology,</p>
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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
What was Used to Establish Need?			
Questionnaire	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data		X	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		
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours			

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>
<i>Kindergarten</i>	<i>Direct Instruction via Zoom, Independent Practice, Project Based Learning</i>	<i>Edgenuity, Go Math, Schoology, ThinkCentral</i>	<i>GoMath assessments (beginning of year, mid-year, and end of year) plus chapter quizzes and tests delivered through Schoology LMS</i>	<i>GoMath assessments chapter tests and end of year tests delivered through Schoology LMS</i>
<i>1-3</i>	<i>Direct Instruction via Zoom, Independent Practice, Project Based Learning</i>	<i>Edgenuity, Go Math, Schoology, ThinkCentral</i>	<i>GoMath assessments (beginning of year, mid-year, and end of year) plus chapter quizzes and tests delivered through Schoology LMS</i>	<i>GoMath assessments chapter tests and end of year tests delivered through Schoology LMS</i>
<i>4</i>	<i>(4th grade)Direct Instruction via Zoom, Independent Practice, Project Based Learning</i>	<i>(4th grade)Edgenuity, Go Math, Schoology, ThinkCentral</i>	<i>(4th grade) GoMath assessments (beginning of year, mid-year, and end of year) plus chapter quizzes and tests delivered through Schoology LMS</i>	<i>GoMath assessments chapter tests and end of year tests delivered through Schoology LMS</i>
<i>5-8</i>	<i>Direct instruction via Google Meets and You Tube videos (recorded by teachers), Independent Study and Project Based Learning</i>	<i>Edgenuity, Google Classroom</i>	<i>Formative assessments given on an as needed basis via Edgenuity, Google Forms, and paper based (packets).</i>	<i>Benchmark testing quarterly.</i>
<i>9-12</i>	<i>Direct instruction via Google</i>	<i>Edgenuity, Google Classroom,</i>	<i>Formative assessments given</i>	<i>Benchmark testing quarterly.</i>

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	<i>Meets and You Tube videos (recorded by teachers), Independent Study and Project Based Learning</i>	<i>Khan Academy</i>	<i>on an as needed basis via Edgenuity, Google Forms, and paper based (packets).</i>	
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Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Zoom, Independent Practice through ThinkCentral and PathBlazer, Project Based Learning</i>	<i>HMH Journeys, Edgenuity, Heggerty, West Virginia Phonics</i>	<i>DIBELS (3x/year), TRE diagnostic assessments following DIBELS through Zoom, Journeys assessments weekly and end of unit, plus beginning of year, mid-year, and end of year assessments delivered through Schoology LMS</i>	<i>Journeys assessments chapter tests and end of year tests delivered through Schoology LMS</i>
<i>1-3</i>	<i>Direct Instruction via Zoom, Independent Practice, Project Based Learning</i>	<i>HMH Journeys, Edgenuity, Heggerty, West Virginia Phonics</i>	<i>DIBELS (3x/year), TRE diagnostic assessments following DIBELS through Zoom, Journeys assessments weekly and end of unit, plus beginning of year, mid-year, and end of year assessments delivered through Schoology LMS</i>	<i>Journeys assessments chapter tests and end of year tests delivered through Schoology LMS</i>
<i>4</i>	<i>(4th grade) Direct Instruction via Zoom, Independent Practice, Project Based Learning</i>	<i>(4th grade) HMH Journeys, Edgenuity, Heggerty, West Virginia Phonics</i>	<i>(4th grade) DIBELS (3x/year), TRE diagnostic assessments following DIBELS through Zoom, Journeys assessments weekly and end of unit, plus beginning of year, mid-year, and end of year assessments</i>	<i>Journeys assessments chapter tests and end of year tests delivered through Schoology LMS</i>

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			<i>delivered through Schoology LMS</i>	
5-8	<i>Direct instruction via Google Meets and You Tube videos (recorded by teachers), Independent Study and Project Based Learning</i>	<i>Edgenuity, Google Classroom</i>	<i>Formative assessments given on an as needed basis via Edgenuity, Google Forms, and paper based (packets).</i>	<i>Benchmark testing quarterly.</i>
9-12	<i>Direct instruction via Google Meets and You Tube videos (recorded by teachers), Independent Study and Project Based Learning</i>	<i>Edgenuity, Google Classroom, Reading Plus.</i>	<i>Formative assessments given on an as needed basis via Edgenuity, Google Forms, and paper based (packets). Reading Plus assessments will be scheduled weekly.</i>	<i>Benchmark testing quarterly.</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct Instruction via Zoom, Independent Practice, Project Based Learning</i>	<i>Scholastic, National Geographic, National Science Library, HMH Journeys</i>	<i>Teacher created assessments delivered via Schoology LMS</i>	<i>Teacher created assessments delivered via Schoology LMS</i>
<i>1-3</i>	<i>Direct Instruction via Zoom, Independent Practice, Project Based Learning</i>	<i>Scholastic, National Geographic, National Science Library, HMH Journey</i>	<i>Teacher created assessments delivered via Schoology LMS</i>	<i>Teacher created assessments delivered via Schoology LMS</i>
<i>4</i>	<i>(4th grade) Direct Instruction via Zoom, Independent Practice, Project Based Learning</i>	<i>(4th grade) Scholastic, National Geographic, National Science Library, HMH Journey</i>	<i>(4th grade) Teacher created assessments delivered via Schoology LMS</i>	<i>(4th grade) Teacher created assessments delivered via Schoology LMS</i>
5-8	<i>Direct instruction via Google Meets and You Tube videos (recorded by teachers), Independent Study and Project Based Learning</i>	<i>Edgenuity, Google Classroom</i>	<i>Formative assessments given on an as needed basis via Edgenuity, Google Forms, and paper based (packets).</i>	<i>Benchmark testing quarterly.</i>
9-12	<i>Direct instruction via Google</i>	<i>Edgenuity, Google Classroom</i>	<i>Formative assessments given</i>	<i>Benchmark testing quarterly.</i>

	<i>Meets and You Tube videos (recorded by teachers), Independent Study and Project Based Learning</i>		<i>on an as needed basis via Edgenuity, Google Forms, and paper based (packets).</i>	
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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>				
<i>1-3</i>				
<i>4</i>				
<i>5-8</i>	<i>Direct instruction via Google Meets and You Tube videos (recorded by teachers), Independent Study and Project Based Learning</i>	<i>Edgenuity, Google Classroom</i>	<i>Formative assessments given on an as needed basis via Edgenuity, Google Forms, and paper based (packets).</i>	<i>Benchmark testing quarterly.</i>
<i>9-12</i>	<i>Direct instruction via Google Meets and You Tube videos (recorded by teachers), Independent Study and Project Based Learning</i>	<i>Edgenuity, Google Classroom</i>	<i>Formative assessments given on an as needed basis via Edgenuity, Google Forms, and paper based (packets).</i>	<i>Benchmark testing quarterly.</i>

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	<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>Direct instruction via Google Meets and You Tube videos (recorded by teachers), Independent Study and Project Based Learning</i>	<i>Edgenuity, Google Classroom, ICEV, CTE Curriculum Consortium</i>	<i>Formative assessments given on an as needed basis via Edgenuity, Google Forms, and paper based (packets).</i>	<i>State testing done annually in the spring.</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)

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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
Teacher will follow accommodations and modifications in accordance to the IEP and/or 504 Plan.	Case worker, teachers	Daily, weekly, monthly	IEP and/or 504 Plan, lesson plans
Process for Implementing Action Step			
Teachers will review IEP and/or 504 Plan and provide the necessary accommodations and modifications to those students who have a plan in place.			

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
1. The SEI teacher will determine how many hours of instruction will receive (up to two hours of instruction) based on their AZELLA results. 2. ELL students will be placed according to their English proficiency level as Pre-Emergent, Emergent, Basic, and Intermediate. 3. WMS Pre-Emergent, Emergent, and Basic students will receive 2 hours of ELL	SEI teachers, SEI coordinator	Daily	Lesson plans and class schedule

instruction in the morning. WMS Intermediate ELL students will receive 2 hours of instruction in the afternoon. 4. Communication between the ELL teacher and the regular teachers will take place in order to meet the needs of the individual student.			
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Process for Implementing Action Step

Teachers will review AZELLA results and provide the necessary instruction needed to meet the needs of the individual student.

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

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

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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
1. WES Teachers will provide SEL through “morning meetings” via Zoom each day 2. WES Teachers will provide videos and digital learning material to students through Schoology	1. Teacher 2. Teacher	1. Daily 2. Weekly	1. Lesson plans 2. Lesson plans
1. WHS/WMS will utilize Edgenuity SEL curriculum at least weekly with all students. 2. WHS/WMS has counseling services available for all students in need	1. WHS – Mentor Teacher WMS – Homeroom Teacher 2. School counselors	1. At least weekly 2. As needed	1. Edgenuity worksheets, lesson plans, informal assessment by teacher. 2. Meeting documentation from counselor

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
Measure content knowledge with the use of benchmark testing throughout the school year.	Teachers	Quarterly	Assessment results

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.

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments

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	<i>Provider/Creator</i>		
<i>Kindergarten</i>	<i>HMH Go Math Benchmark Assessments</i>	<i>In person</i>	<i>October, January, May</i>
<i>1-3</i>	<i>HMH Go Math Benchmark Assessments</i>	<i>In person</i>	<i>October, January, May</i>
<i>4</i>	<i>(4th grade) HMH Go Math Benchmark Assessments</i>	<i>In person</i>	<i>October, January, May</i>
<i>5-8</i>	<i>Edgenuity Benchmark</i>	<i>Online and in person (students without Wi-Fi)</i>	<i>Week of September 14th, week of December 7th, week of March 1st, week of May 10th</i>
<i>9-12</i>	<i>Edgenuity Benchmark</i>	<i>Online and in person (students without Wi-Fi)</i>	<i>Week of September 14th, week of December 7th, week of March 1st, week of May 10th</i>

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>
<i>Kindergarten</i>	<i>HMH Journeys Benchmark Assessment</i>	<i>In person</i>	<i>October, January, May</i>
<i>1-3</i>	<i>HMH Journeys Benchmark Assessment</i>	<i>In person</i>	<i>October, January, May</i>
<i>4</i>	<i>HMH Journeys Benchmark Assessment</i>	<i>In person</i>	<i>October, January, May</i>
<i>5-8</i>	<i>Edgenuity Benchmark</i>	<i>Online and in person (students without Wi-Fi)</i>	<i>Week of September 14th, week of December 7th, week of March 1st, week of May 10th</i>
<i>9-12</i>	<i>Edgenuity Benchmark</i>	<i>Online and in person (students without Wi-Fi)</i>	<i>Week of September 14th, week of December 7th, week of March 1st, week of May 10th</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.