Distance Learning Plan Template for Charter Schools

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. Charter schools are required to submit a DLP to the Arizona State Board for Charter Schools (ASBCS) prior to implementing distance learning. Charter schools may begin operating their DLP upon submission of the plan to ASBCS.

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

Instructions

A charter holder that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ASBCS. Charter holders not utilizing the appropriate template will be required to revise and resubmit their plans. The template is a Word document that must be completed in its entirety and uploaded to a Google Drive, as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

In the sections found on pages 3-5, a charter holder will populate background information regarding charter holder and school information, including basic information about each charter holder's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the charter holder to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the charter holder has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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).	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	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

The example above is not intended to demonstrate that these are specific action steps a charter should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the charter holder to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

Charter Holder Information

Charter Holder Name	Masada Charter School, Inc.	Charter Holder Entity ID	79499
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		LeAnne Timpson	
Representative Telephone Number		928-875-2525	
Representative E-Mail Address		leannet@masadaschool.com	

School Information

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

School Name	Entity ID	CTDS
Masada Charter School	79499	088759000

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

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

Estimated Enrollment for FY 2021	**510**	**Start Date for Distance Learning**	**8/21/2020**
Estimated Number of Students Participating in Distance Learning for the Full Year		**Estimated Number of Students Participating in Distance Learning for a Portion of the Year**	10
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:			
We intend to open school to all students in classrooms. We do have some students enrolled who will be attending through distance learning to start out and may transition to on-site later. If AZDHS does not allow a full reopening in-person, we plan to go into a hybrid model where students will attend school in small groups for a portion of the day and then go home and complete the remainder of the day in a DL program.			

Each small group of students will come in-person to school for 1 ½ hours on M, T, W, & TH for instruction and then complete the assignments at home. Support staff will keep a help desk portal open all day to support students completing assignments at home. They will be reaching out to give help and encouragement each day and closely monitoring assignments to see if specific interventions are needed. Specific interventions will be given through ZOOM, digital classroom, or in persons if circumstances permit.

Students will attend school through distance learning on Friday morning. Teachers will open a ZOOM classroom at 9:00 AM on Fridays. They will take attendance and give instruction. Students will complete assignments at home and be supported by the support staff help desk. Given the extensive amount of work teachers will have to do to create distant learning units within the SLMS module, they will be given extra time for collaboration and planning on Fridays.

Is the charter requiring students to do distance learning?	No
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

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

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

a. *Describe how the charter school will track attendance for students attending remotely, whether full time or intermittently.*
   The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:
   - Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
   - Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
   - Daily assignments competed and submitted by the student.
   - A parent attestation of documentation of time spent on educational activities.

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Students will attend school in small groups onsite for a portion of the day where they can receive instruction on M, T, W & TH. 2. Students will attend a Zoom classroom on Friday morning. 3. Teachers will take attendance. 4. Students will complete assignments at home. 5. Support staff will keep a help desk open for student support while they are working at home. 6. Teachers will open a ZOOM classroom each day from 2:30 to 4:00 PM to give specific instruction to individual students or small groups as determined by the teacher.	1. Classroom teachers 2. Teachers & support staff 3. Teachers and support staff 4. Support staff 5. Classroom teachers	M, T, W, TH, F	1. Attendance in Synergy 2. Gradebook 3. Synergy & SLMS module 4. Gradebook & Parent Signature Logs 5. SLMS Module 6. SLMS Module

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. The Administration will engage the School Messenger Service to deliver immediate and regular notices regarding the school plan and programmatic elements/changes to all parents of enrolled students.	1. Administrative Team 2. Classroom Teachers 3. Support staff through the help desk 4. Classroom Teachers	1. Ongoin as needed 2. Ongoing as needed 3. Daily 4. Weekly as needed	1. Documented messages 2. Documented messages 3. Attendance logs and completed assignments 4. Attendance logs and completed assignments

2. Teachers will use the School Messenger system to deliver necessary communictions to parents of enrolled students as needed. 3. Support staff will call daily for any student that does not arrive onsite or for any student that is not logged into the DL SLMS module. 4. Teachers will actively & regularly communicate with parents about student performance.			

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
1. Train teachers on the SLMS DL module. 2. Teachers will create units of study within the SLMS system and on their webpage for students to access online. 3. Teachers will collaborate with grade level teams to design, deliver, and assess content. 4. Support staff will track student engagement with content and assignments and give help daily.	1. Administration 2. Classroom teachers 3. Classroom Teachers 4. Support staff	1. August 3rd, September 11th 2. Daily and Ongoing 3. Two Fridays each month 4. Daily	1. Training Sign-in logs 2. Units of study within the SLMS system and webpage 3. Collaborative Planning sign-in sheets & minutes 4. Student completion of the work

b. *Describe commitments on delivery of employee support services including but not limited to:*
   o *Human resource policies and support for employees; and*
   o *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

1. Administration will embed within the school calendar time for teachers to attend trainings, receive coaching support, and engage in collabortive planning with grade level teams. 2. Administration will provide all staff with training around specific COVID related policies, procedures and employee benefits. 3. The Human Resource officer will ensure that copies of COVID related policies and procedures are dissemnenated to all employees. 4. Administration will engage Coaching services through Life Long Learning and Ass. For all teachers so they can receive monthly coaching support around the use of the SLMS module and the unit designs for distant learning. 5. Administration will use Slack to engage teachers and staff in communications. Specific channels will be set up to support schoolwide, top down, and collaborative communications.	1. Administrative Team 2. School Administrator 3. Human Resource Officer 4. Administrative Team 5. Administrator of Technology	1. Weekly throughout the year 2. Opening session in August 3. Opening in August 4. Monthly as specified on the PD calendar 5. Daily and ongoing	1. Professional development calendar and sign-in logs 2. PD calendar and sign-in logs and sign-in logs 3. Employee packets 4. PD calendar and sign-in logs 5. Communication groupings in Slack

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. On-site and in-person training will be given to teachers and support staff around the Synergy SLMS module, Zoom, & best practices in DL. 2. Teachers will attend webinars	1. Administrative Team and Synergy 2. Administrator of Technology 3. Admin. Of Curriculum and LLLearning & Ass. 4. Administrative Team	1. Five days in August before school starts 2. Ongoing as needed 3. Monthly as specified on the PD calendar 4. Weekly as specified on the PD	1. PD calendar and sign-in logs 2. Sign-in logs 3. Coaching schedules 4. PD calendar and sign-in logs

to develop better understanding of Google docs, Slack, & Zoom. 3. LifeLong Learning & Assoc. will provide each teacher with individualized coaching around implementation of best practices in DL. 4. The PD calendar will embed support structures for teachers to engage in collaboration with each other around the development of units within the SLMS module.		calendar	

List Specific Professional Development Topics That Will Be Covered

1. SLMS module capabilities
2. Best practices of DL
3. Student motivation in DL
4. Zoom
5. Google Docs
6. Slack
7. COVID related policies and procedures: Employee rights & benefits, student attendance, facility cleanliness, student intervention supports, roles & responsibilities within the DL plan, student social & empotional health.

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

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	*Direct Instruction, individual practice, projects, paper-*	*Synergy SLMS Module, Zoom, Pearson Realize, Waterford*	*Teachers will design within their SLMS module regular*	*Teachers will administer benchmark assessments in-*

	pencil assignments, video, online practice and assessment, class webpage		*quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular*	*person and/or online using Pearson Math in the months of September, January, and May.*
1-3	*Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage*	*Synergy SLMS Module, Zoom, Pearson Realize, Waterford*	*Teachers will design within their SLMS module regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular*	*Teachers will administer benchmark assessments in-person and/or online using Pearson Math in the months of September, January, and May.*
4-6	*Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage*	*Synergy SLMS Module, Zoom, Pearson Realize*	*Teachers will design within their SLMS module regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular*	*Teachers will administer benchmark assessments in-person and/or online using Pearson Math in the months of September, January, and May.*
7-8	*Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage*	*Synergy SLMS Module, Zoom, Pearson Realize, Pearson Math XL, Moby Max, Khan Academy*	*Teachers will design within their SLMS module regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular*	*Teachers will administer benchmark assessments in-person and/or online using Pearson Realize and Math XL, in the months of September and Ma.y*
9-12	*Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and*	*Synergy SLMS Module, Zoom, Pearson Realize, Pearson Math XL, Moby Max, Kahn Academy*	*Teachers will design within their SLMS module regular quizzes, assignments, and tasks that will be used to*	*Teachers will administer benchmark assessments in-person and/or online using Pearson Realize and Math XL,*

			assess student progress and proficiency, thereby to guide instruction and intervention. Ongoing and regular	in the months of September and May.

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	*Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage*	*Synergy SLMS Module, Zoom, Google Docs, Waterford, Accelerated Reader, Epic*	*Teachers will design within their SLMS module regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular*	*Teachers will administer benchmark assessments in-person using DIBBELS, Star Reading, and school designed writing tasks in the months of September, January and May*
1-3	*Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage*	*Synergy SLMS Module, Zoom, Google Docs, Waterford, Accelerated Reader, Epic*	*Teachers will design within their SLMS module regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular*	*Teachers will administer benchmark assessments in-person using DIBBELS, Star Reading, and school designed writing tasks in the months of September, January and May*
4-6	*Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage*	*Synergy SLMS Module, Zoom, Google Docs, Accelerated Reader, Epic*	*Teachers will design within their SLMS module regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular*	*Teachers will administer benchmark assessments in-person using DIBBELS, Star Reading, and school designed writing tasks in the months of September, January and May*
7-8	*Direct Instruction, individual*	*Synergy SLMS Module, Zoom,*	*Teachers will design within*	*Teachers will administer*

	practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage	*Google Docs, Accelerated Reader, Saxon Language*	*their SLMS module regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular*	*benchmark assessments in-person using the Group Reading Diagnostic Assessment and school designed writing tasks in the months of September and May*
9-12	*Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage*	*Synergy SLMS Module, Zoom, Google Docs, Accelerated Reader, Saxon Language*	*Teachers will design within their SLMS module regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular*	*Teachers will administer benchmark assessments in-person using the Group Reading Diagnostic Assessment and school designed writing tasks in the months of September and May*

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	*Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage*	*Synergy SLMS Module, Zoom, Waterford, Epic*	*Teachers will design within their SLMS module regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular*	
1-3	*Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage*	*Synergy SLMS Module, Zoom, Waterford, Epic*	*Teachers will design within their SLMS module regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding*	

			instruction and intervention. Ongoing and regular	
4-6	*Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage*	*Synergy SLMS Module, Zoom, Waterford, Epic*	*Teachers will design within their SLMS module regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular*	
7-8	*Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage*	*Synergy SLMS Module, Zoom, Moby Max*	*Teachers will design within their SLMS module regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular*	
9-12	*Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage*	*Synergy SLMS Module, Zoom, Moby Max*	*Teachers will design within their SLMS module regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular*	

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)			
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-3				
4-6				

7-8				
9-12				

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

At Masada, all teachers are teachers of reading, writing and thinking. The teaching of these skills is embedded within content area teaching. During partial or full school closure in our JH, the teachers will work collaboratively to embed the teaching of history and science within the ELA and Math activities, supporting the idea of _less is more_ and creating an environment of success for students who may be in overwhelm.

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

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. For students with inclusion services on their IEP's, SPED services will be provided during their regularly scheduled content block in the classroom. 2. During distance learning, 1:1 or small group support will be provided through Zoom for students working on assignments at home. 3. For students with 1:1 specialized instruction, students will be scheduled to arrive at school early or stay later after their 1 ½ hour of classroom time to receive their services	1. Special Education Teachers 2. Classroom Teachers 3. Special Education Teachers	1. Each service will be provided as stated on the frequency and duration page on each specific student's IEP. 2. As stated on student IEP's 3. As stated on student IEP's	1. SPED data collection logs and tracking sheets 2. SPED data collection logs and tracking sheets 3. SPED data collection logs and tracking sheets
Process for Implementing Action Step			

After obtaining the daily schedules from classroom teachers, SPED teachers will plan around classroom needs to create a schedule for delivering services.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. The school would assess ELL needs using the AZELLA to determine individual language needs. 2. Based on the level of English proficiency, teachers will be given specific strategies they can use for that student to meet their needs. 3. If a student shows less than intermediate proficiency in any area, specialized language instruction will be provided for that student.	1. Classroom Teacher 2. ELL Teachers 3. ELL Teachers	1. Daily or weekly as needed 2. Upon the development of a student ELL plan 3. As stated in a student ELL plan	1. Assessment Records 2. Session notes and logs 3. Progress reports within an ELL plan

Process for Implementing Action Step

Upon enrollment, students are screened for the primary language of the home. If English is not the primary language, AZELLA will be administered as listed above.

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

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

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in	x	X	X	X	X
	Packet of Social and Emotional Topics					

		Kinder	1-3	4-5	6-8	9-12
	Online Social Emotional videos	X	X	X	X	x
	Parent Training					
	Other:					

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

Provide a description of how the charter school will provide social and emotional learning support to students using the methods identified in the above charts.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Webpage: Teachers, students, and parents will have access to a webpage containing social and emotional support articles, videos, tips, etc. 2. Daily Fast Fact: Parents and students will have access to a Daily Fast Fact that includes common occurrences, how to deal with them, and a resource link to a support person to reach out to 3. In case of partial closure or full closure, students will have access to live phone calls and in-person meetings for social/emotional support 4. Staff and/or parents who have social/emotional concerns about any student, can refer them for support. A followup	1. School Counselor 2. School Counselor 3. School Counselor and Coach 4. Teachers/staff 5. Staff	1. Ongoing 2. Ongoing 3. Ongoing 4. Ongoing 5. As needed	1. Webpage 2. Webpage 3. Meeting and phone logs 4. Referral forms 5. Call logs

will be done within 48 hours of the referral 5. Emergency Protocall: When staff are made aware of harmful ideations, they will call paramedics/emergency supports		

Demonstrating Mastery of

Academic Content (1.a.vi)

Describe how the charter school will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Using an analysis of the benchmark assessments given in September and January the teachers will provide student interventions and refer students for additional interventions where necessary 2. The Administration will meet with teachers to discuss strategies and design interventions for specific students who are struggling 3. Teachers will assess student progress through the standards based curricula according to school grading policies and using school made rubrics to issue grades that show level of mastery	1. Classroom Teachers/Interventionist 2. Administration and Teachers 3. Classroom Teachers	1. Ongoing and regular 2. October and February 3. Ongoing	1. Teachers will track individual student interventions and skill development using progress logs. 2. The school administrator will maintain a log of all student referrals from teachers and the specific decisions made. 3. Student report cards

Benchmark Assessments (1.a.vii)

*In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given.*

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten	*Pearson Integrated Math*	*Online & In Person*	*September, January, May*
1-3	*Pearson Integrated Math*	*Online & In Person*	*September, January, May*
4-6	*Pearson Integrated Math,*	*Online & In Person*	*September, January, May*
7-8	*Pearson Integrated Math*	*Online & In Person*	*September, January, May*
9-12	*Pearson Integrated Math*	*Online & In Person*	*September, January, May*

Benchmark Assessments (ELA)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten	*DIBELS, Star Reading*	*In Person*	*September, January, May*
1-3	*DIBELS 3D and Fluency, Star Reading*	*In Person*	*September, January, May*
4-6	*DIBELS 3D and Fluency, Star Reading, DAZE*	*In Person*	*September, January, May*
7-8	*Group Reading Assessment & Diagnostic Evaluation, Six Minute Solution Fluency Assessment, Accelerated Reader Star Test*	*In Person*	*September, May*
9-12	*Group Reading Assessment & Diagnostic Evaluation, Six Minute Solution Fluency Assessment, Accelerated Reader Star Test*	*In Person*	*September, May*

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

Benchmark assessments will be administrered in-person, as specified above by the classroom teachers. Teachers will administer them individually or collectively as appropriate. The school will collect the student data and activwly compare student performance as the year progresses.

Additional Information (Optional)

The charter school may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.

An essential component to the success of Masada's DL plan is training, support, and collaboration. The Administrative Team will embed training, professional individualized coaching, and increased collaborative time for teachers so they will have the support and the time to accomplish the tremendous job placed on them. These supports will be regularly embedded within the week. When in Hybrid model, students will be in distance learning on Fridays. This will allow teachers more time to collaborate and plan their online units of study and keep their webpages updated and relelvant.

Open and regular communication is another important element to the success of our plan. Masada will use Slack and set up groups within this program for teachers of various grades and teams and Administration to communicate and keep all employees informed. Masada will use the School Messenger system to relay important information to all parents. We will actively seek to make sure all parents are receieving the information.