

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	Challenger Basic School	School District Entity ID	79886
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Brad Tobin		
Representative Telephone Number	480-830-1750 or 480-390-9602		
Representative E-Mail Address	jbtobin1@cox.net		

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
Challenger Basic School	79910	078957000

Distance Learning Background Information

a. Number of Instructional Days (3.b)

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?	180
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		Start Date for Distance Learning	Aug. 4th, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	20	Estimated Number of Students Participating in Distance Learning for a Portion of the year	290 - Starting Remote Aug. 4th-Aug. 17th
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)
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<p>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</p> <p>Intention is to operate a distance learning plan for any student that does not feel comfortable in returning to a brick and mortar setting. Students may transition to brick and mortar at any time upon notifying the office. The August 17th start date as per Governor Doug Ducey will allow us to start with our brick and mortar learning environment. Plan is to have a split Hybrid school schedule so that our school may adhere better to social distancing and sanitation guidelines according to the CDC. The Hybrid split schedule will consist of the following:</p> <p>*Monday thru Thursday (brick and mortar learning) All K-6th</p> <p><u>Kindergarten students</u></p> <p>Students will have all core subjects at brick and mortar - WITH REMOTE LEARNING ONLY ON FRIDAYS</p> <p>½ of the students will attend morning session 8:00-11:00 a.m. (3 hours)</p> <p>½ of the students will attend the afternoon session 12:30-3:30 p.m. (3 hours)</p> <p>Remote Learning for all Kindergarten on Fridays- (2 ½) hours (30 minute blocks).</p> <p>*Paper/Pencil curriculum will be heavily utilized on Friday’s for Kindergarten students</p> <p><u>1st-6th Graders</u></p> <p>*½ of students will attend brick and mortar in the morning session 8-11 a.m. (core subjects Math, ELA, and Writing) 3 hours</p> <p>*½ of students will attend brick and mortar in the afternoon session 12:30-3:30 (core subjects Math, ELA, and Writing) 3 hours</p> <p>*Remote Learning for Science/Social Studies Monday-Thursday will be on the students opposite session (1 hour)</p> <p>*Remote learning for all 1st-6th grades on Fridays (4 hours)</p> <p>When the students are not attending their brick and mortar session they will be completing remote learning at home (social studies/Science/ music and p.e.) Monday - Friday - Remote Learning Science/Social Studies - 1 hour (paper/pencil and online)</p> <p>**Our goal is to have students all come back into a full five day a week brick and mortar learning environment as soon as possible</p> <p>**Complete Remote Learning will be an option for all students who are in need of this throughout the 2020-21 school year.</p>

Is the school district requiring students to do distance learning?	no
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?	

**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.

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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
Google Forms in Google Classroom with daily timestamps	K-6th teachers	Daily Monday-Friday	Google form turned in online
Parent attestation daily log of paper/packet/online assignments	Parent/Guardian- teachers will hold parents accountable to turn in attestations	Daily Monday-Friday	Parent printout turned in with signature of daily attestations

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
Mandatory Weekly google duo/googl meets teacher contact if student misses a day remote learning School phone calls if students misses more than three days of remote learning	K-6th teachers office staff	daily Monday-Friday	Director will monitor google meets Director will monitor phone calls to parents

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
Duo Google weekly with individual students	K-6th teachers	weekly/daily	accountability log that will log all phone calls/meetings/duo google meetings
Google meets weekly	K-6th teachers P.E./Music teachers		

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
Weekly communication 1:1 communication	Directors	Weekly	accountability log

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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Trainings (Professional Development)	Director SPED Director	Monthly	Attendance log by educators attending
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List Specific Professional Development Topics That Will Be Covered

IXL Professional Development FERPA ONLINE Development MOWR Professional Development NEWA Professional Development Spelling City Professional Development COVID-19 Updates/changes Development SPED Development
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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			
Personal Contact and Discussion	x	x	x
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	paper/packet will be provided	chrome books	chrome books
WIFI Hot Spot	paper packets will be	teachers have wi-fi	staff has wi-f

	provided if Wi-fi is not available		
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	8:30-3:00	8:30-3:00	8:30-3:00
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>Videos/Saxon worksheets</i>	<i>Saxon k-6th</i>	<i>Weekly Saxon Math Tests</i>	<i>Quarterly Saxon benchmarks</i>
<i>1-3</i>	<i>Videos/Saxon worksheets 1st-2nd 3rd Math text/books</i>	<i>IXL - K-6th</i>	<i>Weekly Saxon Math Tests</i>	<i>Quarterly Saxon benchmark</i>
<i>4-6</i>	<i>4-6th Saxon Test Book</i>		<i>Weekly Saxon Math Tests</i>	<i>Quarterly Saxon benchmark</i>

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>video/paper/packet/meets read alouds</i>	<i>Spalding/ Spelling City/vocabulary IXL Online learning platform storyline online Steck/Vaughn</i>	<i>phonograms/spelling tests weekly applied spelling weekly oral fluency/ reading comprehension tests weekly paper/packet/ online IXL phonics for weekly testing spelling city for spelling tests</i>	<i>monthly oral phonogram testing google meets or duo IXL online diagnostics testing NEWA - if applicable</i>
<i>1-3</i>	<i>video/paper/packet/meets</i>	<i>Spalding/ Spelling City/vocabulary IXL Online learning platforms Journeys textbook 1-2 Treasure textbook 3-6th Virtually library for rental of free online Literature sets for book reports paper/packet skills for comprehension Steck/Vaughn</i>	<i>phonograms/spelling tests weekly applied spelling weekly vocab test weekly oral fluency/ reading comprehension tests weekly paper/packet/online IXL Spelling city for spelling tests</i>	<i>IXL online Diagnostics NEWA- if applicable</i>
<i>4-6</i>	<i>video/paper/packet/meets</i>	<i>Spalding/ Spelling City/vocabulary IXL Online learning platform Treasures textbook Virtually library for rental of free Literature Set books Steck/Vaughn</i>	<i>phonograms/spelling tests weekly applied spelling weekly vocab test weekly oral fluency/ reading comprehension tests weekly paper/packet/online IXL spelling city for Spelling Tests</i>	<i>IXL online Diagnostics NEWA-if applicable</i>

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		<i>e online Literature sets for book reports paper/packet skills for comprehension</i>		
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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>google meets/mystery science and paper/packets videos Inquiry google meets home/hands- on experiments</i>	<i>TPT -digital science curriculum uploads aligned to state standards ESS Resources</i>	<i>Google classroom quizzes using google forms</i>	<i>Google classroom quarterly quizzed using google forms/oral assessments google meets weekly</i>
<i>1</i>	<i>google meets/mystery science and paper/packets videos inquiry google meets home/hands- on experiments</i>	<i>TPT -digital science curriculum uploads aligned to state standards ESS Resources</i>	<i>Google classroom quizzes using google forms weekly paper/packets</i>	<i>Google classroom quarterly quizzed using google forms/oral assessments google meets weekly</i>
<i>2-6th</i>	<i>google meets/mystery science and paper/packets vidoes inquiry google meets home/hands- on experiments</i>	<i>TPT-digital science, 3rd- Arizona History TextBooks 5th -Our Nation Textbook 6th -Our World TextBook IXL online learning platform Mystery Science website Spelling vocabulary online ESS Resources</i>	<i>IXL - Az aligned Science assessments weekly paper/packet book responses weekly quizzes on google forms for online testing</i>	<i>XL - Az aligned Science Google classroom quarterly quizzed using google forms/oral assessments google meets weekly</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Social Studies)				
	<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>google meets/mystery science and paper/packets videos Inquiry google meets</i>	<i>TPT -digital science curriculum uploads aligned to state standards ESS Resources</i>	<i>Google classroom quizzes using google forms</i>	<i>Google classroom quarterly quizzed using google forms/oral assessments google meets weekly</i>
<i>1</i>	<i>google meets/mystery science and paper/packets videos Inquiry google meets</i>	<i>TPT -digital science curriculum uploads aligned to state standards ESS Resources</i>	<i>Google classroom quizzes using google forms weekly paper/packets</i>	<i>Google classroom quarterly quizzed using google forms/oral assessments google meets weekly</i>
<i>2-6</i>	<i>google meets/mystery science and paper/packets videos Inquiry google meets</i>	<i>TPT-digital science, 3rd- Arizona History TextBooks 5th -Our Nation Textbook 6th -Our World TextBook IXL online learning platform Mystery Science website Spelling vocabulary online ESS Resources</i>	<i>IXL - Az aligned Science assessments weekly paper/packet book responses weekly quizzes on google forms for online testing</i>	<i>Google classroom quarterly quizzed using google forms/oral assessments google meets weekly</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Writing)

<i>Kindergarten</i>	<i>Spalding writing-paper</i>	<i>Paper writing assignments</i>	<i>IXL weekly assessments</i>	<i>portfolio writing journals</i>
<i>1-3</i>	<i>Spalding writing-paper</i>	<i>paper writing assignment citing evidence IXL ELA writing strategies online</i>	<i>IXL weekly assessments</i>	<i>portfolio writing monthly journals</i>
<i>4-6</i>	<i>Spalding writing-paper</i>	<i>paper writing assignments citing evidence IXL ELA writing strategies online</i>	<i>IXL weekly assessments</i>	<i>portfolio writing monthly journals</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Vocabulary)

	<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>sight words spalding phonograms paper/packet/online</i>	<i>IXL online google forms oral sight words flashcards</i>	<i>ixl online spalding book oral reading</i>	<i>IXL online /sight word oral assessments through google meets</i>
<i>1-3</i>	<i>sight words paper packet/online google meets</i>	<i>XL online google forms oral sight words flashcards</i>	<i>spalding book oral reading /weekly vocab spelling assessments weekly</i>	<i>IXL online /vocabulary assessments quarterly diagnostic</i>
<i>4-6</i>	<i>Greek/latin roots paper/packet/online</i>	<i>packets weekly sent home iXL online</i>	<i>ixl online weekly paper tests</i>	<i>IXL online /vocabulary assessments quarterly diagnostic</i>

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
Identify the necessary tools and strategies for online instruction. Adapt traditional in-classroom lessons into meaningful online instruction. Develop a strategy to monitor learning goals. Create processes to effectively manage online instruction.	Special Education Teacher, Speech and Language Pathologists, Occupational Therapy, General Education Teacher, and Administration	June and July Planning Last week of July with Teachers Weekly	Professional Development Accountability/Service Log Lesson Plan

Process for Implementing Action Step

Students will be provided a chrome book and program(s) which is HIPPA compliant. Communication planning is important. Students will have a daily routine which will include AM routine, review schedule (announcements and learning objectives), message parents with session schedules, (google duo, ZOOM video office hours), and make personal connections. Midday, post to classroom and review AM formative assessment/log-in/metrics data. PM schedule, parent notes in message board, homework/study skills planner check, and review PM formative assessments. For students who do not have or choose not to have their children online, packets of educational material will be provided. Check daily the ESS Resource Guide for online websites and programs. CBS's online instruction will include the following strategies:

Engage the student-Be present, authentic and personable, enthusiastic body language, and patience.

Set clear expectations-email, phone, message boards, and google duo

Create a supportive learning environment-class dojo, flipgrid,

Foster personal relationships with fun-individual or group sessions

Use a mix of existing tools (ESS Resource Guide)-google forms, scholastic, choice boards

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Breakout rooms for individual and group activities-ZOOM has breakout rooms

Smaller chunks for the activity at hand-Prepare, teach, apply, and reflect.

Prompt Feedback-Instruction, Assessment, Feedback (Adjust learning)

High Impact instruction will include learning outcomes, assessments (formative and self-assessments), sequence learning, There will be low tech and no tech options, choices on how to demonstrate knowledge, will share content in multiple formats, and students to curate and share.

Our school will individually work with our special education parents /students for adjustment to learning.

Create Access, Co-plan with general education teachers

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
Identify the necessary- via ADE-English Language Learner Dept.	Tana Miller- DTC	Weekly	DTC will use checklist monitoring Teachers to make sure they are implementing weekly

Process for Implementing Action Step

LEA will communicate with parents by telephone, duo google, or google meet with interpreters as needed to conduct oral home language survey in the parent’s native language to identify potential EL’s in the event that parents cannot come to a physical building due to COVID-19.

DTC will require all educators to provide services for all EL’s via virtual, or telephone. Accountability log will be required for all communication and documentation of all tutoring, additional support, and services. Mainstream classroom teachers will rely heavily upon non technology- based strategies, such as providing instructional packets and writing assignments. Accommodations that will be included in assisting EL students are, but not limited to additional videos to help aid with understanding content, extension of time for assignments, online translation dictionary, and 1:1 teacher/student tutoring.

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 4-6

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Social Emotional Learning	*Teacher Check-in with google duo/meets weekly	XX	XX	XX		
	Packet of Social and Emotional Topics					
	Online Social Emotional videos					
	Parent awareness brochures					
	* Physical Education / Music Teachers will do some social emotional google meets accountability logs for documentation	XX	XX	X		

		Kinder	1-3	4-6		
Counseling Services	In-Person					
	*Phone /google meet	X	X	X		
	Webcast					
	Email/IM					
	Other:					

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
Weekly google meets will be required of all teachers Teachers will be required to meet via google duo with individual students bi monthly Music and P.E. will be creating some google meets with lesson created to aid in students emotional well being using music and physical movements	K-6 educators Music and P.E. Teachers *SPED director will aide with help if counseling is needed Director	weekly	clocked google meets accountability logs used to record all records of meetings

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
IXL DIAGNOSTICS Weekly paper tests Portfolios NEWA DATA	K-6th educators Directors	weekly	IXL Platform has printouts of mastery of all aligned standard curriculum in core subjects NEWA DATA

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 Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	NEWA	online/in person	August - 24th-28th
1-3	NEWA	online/in person	August 24th-28th
4-6	IXL Diagnostics	online/in person	August - 24th-28th

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>NEWA</i>	<i>online/in person</i>	<i>August - 24th-28th</i>
<i>1-3</i>	<i>NEWA</i>	<i>online/in person</i>	<i>August - 24th-28th</i>
<i>4-6</i>	<i>IXL Diagnostics</i>	<i>online/in person</i>	<i>August - 24th-28th</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).

N/A

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.

N/A

