

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:

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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 <u>Edgenuity</u>, 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 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 |
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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.

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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.

| | |
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| How many instructional days will the charter school operate for School Year 2021-2022? | <i>180</i> |
| How many instructional days did the charter school operate for School Year 2020-2021 | <i>180</i> |

b. Distance Learning Option (3.b)

| | | | |
|--|--|--|------------|
| Estimated Enrollment for FY 2022 | 510 | Start Date for Distance Learning | N/A |
| 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 | 0 |
| 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 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 checked="" 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: | | | |

Masada’s plan is to open for on-site, in-person learning for all students. Through the use of COVID relief (ESSER) Funds, Masada can give student and staff support that will enable us to maintain the provision of an educational program throughout the year and throughout any local outbreaks. The acquisition of technology in FY 2020 provides a 1 to 1 device enabling students to access instructional technology in classrooms and to support students at home who may be absent due to illness or other reasons but keeps them enrolled, attending classes from home and submitting their assignments through online portals. The funds will support the building and development of a mental health program where students can have on-site access to high quality counseling and in-class coaching designed to meet individual needs; teachers will have access to professional support around in-classroom strategies aligned to student behavior plans to help students meet academic goals, deal with depression, reduce anxiety, and support their social and emotional needs. The goals, strategies, and skill development within the mental health program are aligned with the SEL standards released by the AZ ADE. The funds support the hiring of additional employees to fill support positions to cover teachers when they are absent due to illness as well as support for students who need individual help and after school tutoring. If ASDHS does not allow for in-person instruction, Masada will implement a facility closure and all students will enter distance learning. Teachers will place students into groups and provide instruction through ZOOM and through the online classroom space for a specific time, then students will complete assignments on their own at home.

Students will attend school through distance learning on Friday morning.-Teachers will design learning projects on Fridays and take attendance through ZOOM, and/or packet sign-off, depending upon the age of the student and/or the appropriate method for the content. 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, they will be given extra time for collaboration and planning on Fridays.

Masada plans to hold school with students in seats as normal but will go into complete distance learning when there is a rise in local COVID spread and the AZDHS recommends distance learning. In complete distance learning, we will implement the a distant learning plan where teachers are providing instruction through a distance learning approach using our Synergy system. Instructional hours will be met through ZOOM and packet completion. Masada does not plan to offer a creative option to meting instructional hours.

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| 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, SLMS, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, SLMS, Google Meets, etc.)
- Daily assignments completed 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 |
|--|---|-------------------------|--|
| <p>1. Students will attend school in onsite each day where they can receive instruction on M, T, W, TH & F. Students will complete most of the assigned work at school each day. Students will be given homework each day to build reading fluency and to reinforce math skills.</p> <p>2. In complete closure, teachers will divide classes into groups and provide instruction through ZOOM lessons each day. Teachers will take attendance through ZOOM/SMS system. Teachers</p> | <p>1. Classroom teachers</p> <p>2. Teachers & help desk support</p> <p>3. Teachers and support staff</p> <p>4. Support staff</p> <p>5. Classroom teachers & Support Staff</p> <p>6. 6 through 10. Administrative Team</p> | M, T, W, TH, F | <p>1. Attendance in Synergy</p> <p>2. Gradebook</p> <p>3. Synergy</p> <p>4. Gradebook & Parent Signature Logs</p> <p>5. Synergy</p> <p>6. Synergy</p> <p>7. Modular procured and operational</p> |

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| <p>will assign students work to complete either through online mediums or through packets, that will give further instruction and support in concept development. Students will be counted for full attendance if they attend the ZOOM session, complete the assignment, or turn in a parent attestation for doing the work (texts, notes and/or emails from parents to teachers will work for the documentation). Teachers will maintain documentation of parent notes/attestations. Support staff will reach out to individual students to give support for assignment completion. Students will be counted as absent if they cannot demonstrate attendance through one of those three mediums.</p> <p>3. At times students may be absent due to quarantine illness or other other health issues, at these times they will have the opportunity to attend school remotely. They will attend specified ZOOM lessons as assigned by the teacher and then complete the assignments and/or packet work at home. Teachers will count students in full attendance if they attend their ZOOM sessions, complete the specified assignments, or receive an attestation from the parent attesting to the work. Support staff will connect with</p> | | | |
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| <p>the students at home to give support for the assignment completion.</p> <ol style="list-style-type: none"> 4. In complete closure, Fridays will be given to teachers to plan and to provide specific and intensive support to students who may be struggling to attend or to do the work. Students will complete learning projects on Fridays at home and check-in for attendance through ZOOM, SMS, or packet sign-off. Students will be counted as full attendance if they attend their ZOOM sessions, complete the specified assignments, or receive an attestation from the parent attesting to the work. 5. Teachers/help desk will take attendance. 6. Students will complete assignments at home. 7. Support staff will keep a help desk open for student support while they are working at home. 8. Masada will use ESSER funds to hire full time SEL staff (a mental health coordinator/school counselor and behavior coach) who will give social emotional support for students and teachers to help mitigate the social/emotional effects of school closure. Funds will also support procuring additional space to house the mental health and counseling staff. | | | |
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| <p>9. Masada will use ESSER III Funds to procure a modular building to provide additional space for a Kindergarten Center to allow for students to be socially distanced as well as meet unique special needs fro Kindergarten students.</p> <p>10. Masada will use ESSER III Funds to procure a modular to provide a technology center that will better facilitate the needs of the technology department in trying to provide for student learning through online and digital formats and to manage the technology assests of the school.</p> | | | |
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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 |
|--|---|---|---|
| <p>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.</p> <p>2. Teachers will use the School Messenger system to deliver necessary communictions to parents of enrolled students as needed.</p> <p>3. When in complete closure, Support staff will call daily for any student that does not log into the DL ZOOM session module.</p> | <p>1. Administrative Team</p> <p>2. Classroom Teachers</p> <p>3. Support staff through the help desk</p> <p>4. Classroom Teachers</p> | <p>1. Ongoin as needed</p> <p>2. Ongoing as needed</p> <p>3. Daily</p> <p>4. Weekly as needed</p> | <p>1. Documented messages</p> <p>2. Documented messages</p> <p>3. Attendance logs and completed assignments</p> <p>4. Attendance logs and completed assignments</p> |

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| 4. Teachers will actively & regularly communicate with parents about student performance. | | | |
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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 |
|---|---|---|--|
| <ol style="list-style-type: none"> 1. Continue to train teachers on Synergy. 2. Teachers will create units of study for students to access online. Teachers will provide instruction through ZOOM and make daily connection with students either online or through ZOOM about the content. 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. | <ol style="list-style-type: none"> 1. Administration 2. Classroom teachers 3. Classroom Teachers 4. Support staff | <ol style="list-style-type: none"> 1. September 17th 2. Daily and Ongoing 3. Two Fridays each month 4. Daily | <ol style="list-style-type: none"> 1. Training Sign-in logs 2. Units of study within the Synergy 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 | <ol style="list-style-type: none"> 1. Administrative Team 2. School Administrator 3. Human Resource Officer 4. Administrative Team 5. Administrator of Technology 6. Administrator | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 |

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| <p>collaborative planning with grade level teams.</p> <ol style="list-style-type: none"> 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 disseminated to all employees. 4. Administration will engage Coaching services through Life Long Learning & Assoc. 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. 6. Administration will hire additional employees to fill support positions that will track student performance and progress making sure all students have access to individual and specific support both emotionally and academically. 7. Administration will use ESSER Funds to maintain staff salaries and limit/reduce employee layoffs. 8. SEL staff will maintain regular and personal connections with | <ol style="list-style-type: none"> 7. Administrator 8. SEL Staff 9. SEL Staff 10. Administrator of Technology | <ol style="list-style-type: none"> 6. Daily and ongoing 7. Weekly | <ol style="list-style-type: none"> 5. Communication groupings in Slack 6. Staff Schedules 7. Staff Schedules |
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| <p>vulnerable students to provide social/emotional support.</p> <p>9. The school counselor will schedule a time each week to be available for teachers, to give support for implementation of behavior plans to in-classroom use of SEL strategies and structures.</p> <p>10. The Administration will use ESSER funds to enhance Masada’s network and increase bandwidth to support the additional numbers of devices that will be connecting to the network and to support streaming services of digital textbooks.</p> | | | |
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c. Describe how professional development will be provided to employees.

| Action Step(s) | Person(s) Responsible | Frequency and/or Timing | Evidence of Implementation |
|--|--|---|---|
| <p>1. On-site and in-person training will be given to teachers and support staff around the Synergy, Zoom, & best practices in DL.</p> <p>2. Teachers will attend webinars to develop better understanding of Discovery, Mystery Science, Slack, & Zoom.</p> <p>3. LifeLong Learning & Assoc. will provide each teacher with individualized coaching around Their individual action research projects.</p> <p>4. The PD calendar will embed support structures for teachers to engage in collaboration with</p> | <p>1. Administrative Team and Synergy</p> <p>2. Administrator of Technology</p> <p>3. Admin. Of Curriculum and LLLearning & Ass.</p> <p>4. Administrative Team</p> | <p>1. Five days in August before school starts</p> <p>2. Ongoing as needed</p> <p>3. Monthly as specified on the PD calendar</p> <p>4. Weekly as specified on the PD calendar</p> | <p>1. PD calendar and sign-in logs</p> <p>2. Sign-in logs</p> <p>3. Coaching schedules</p> <p>4. PD calendar and sign-in logs</p> |

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| each other professional goals of the school. | | | |
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List Specific Professional Development Topics That Will Be Covered

1. Discovery Education
2. Mystery Science
3. Peer Coaching
4. Differentiation
5. Zoom and DIBELS
6. Mindfulness
7. Slack
8. COVID related policies and procedures: Employee rights & benefits, student attendance, facility cleanliness, student intervention supports, roles & responsibilities within the DL plan, student social & emotional 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 | X | 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: SEL Support | X | X | X |
| 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: Summer School | X | X | X |

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> |
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| <i>Kindergarten</i> | <i>Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage</i> | <i>Synergy, Zoom, Pearson Realize, Waterford, Discovery, Mystery Science</i> | <i>Teachers will design within their Synergy regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular</i> | <i>Teachers will use in-class assessments to track student progress and performance towards mastery of concepts and to design individual interventions.</i> |
| <i>1-3</i> | <i>Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage</i> | <i>Synergy, Zoom, Pearson Realize, Waterford Discovery, Mystery Science,</i> | <i>Teachers will design within Synergy regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular</i> | <i>Teachers will use in-class assessments to track student progress and performance towards mastery of concepts and to design individual interventions.</i> |
| <i>4-6</i> | <i>Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage</i> | <i>Synergy, Zoom, Pearson Realize Discovery, Mystery Science,</i> | <i>Teachers will design within Synergy, regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular</i> | <i>Teachers will use in-class assessments to track student progress and performance towards mastery of concepts and to design individual interventions.</i> |
| <i>7-8</i> | <i>Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage</i> | <i>Synergy, Zoom, Pearson Realize, Pearson Math XL, Moby Max, Khan Academy, Discovery, Mystery Science</i> | <i>Teachers will design within Synergy, regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular</i> | <i>Teachers will use in-class assessments to track student progress and performance towards mastery of concepts and to design individual interventions.</i> |
| <i>9-12</i> | <i>Direct Instruction, individual practice, projects, paper-</i> | <i>Synergy, Zoom, Pearson Realize, Pearson Math XL,</i> | <i>Teachers will design within Synergy regular quizzes,</i> | <i>Teachers will use in-class assessments to track student</i> |

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| | <i>pencil assignments, video, online practice and assessment, class webpage</i> | <i>Moby Max, Kahn Academy, Discovery, Mystery Science</i> | <i>assignments, and tasks that will be used to assess student progress and proficiency, thereby to guide instruction and intervention. Ongoing and regular</i> | <i>progress and performance towards mastery of concepts and to design individual interventions.</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>Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage</i> | <i>Synergy SLMS Module, Zoom, Google Docs, Waterford, Accelerated Reader, Epic, Discovery, Mystery Science</i> | <i>Teachers will design within Synergy regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular</i> | <i>Teachers will administer benchmark assessments in-person using DIBBELS, Star Reading, and school designed writing tasks in the months of September, January and May</i> |
| <i>1-3</i> | <i>Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage</i> | <i>Synergy SLMS Module, Zoom, Waterford, Accelerated Reader, Epic, Discovery, Mystery Science</i> | <i>Teachers will design within Synergy regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular</i> | <i>Teachers will administer benchmark assessments in-person using DIBBELS, Star Reading, and school designed writing tasks in the months of September, January and May</i> |
| <i>4-6</i> | <i>Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage</i> | <i>Synergy, Zoom, Accelerated Reader, Epic, Discovery, Mystery Science</i> | <i>Teachers will design within Synergy module regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding</i> | <i>Teachers will administer benchmark assessments in-person using DIBBELS, Star Reading, and school designed writing tasks in the months of September, January and May</i> |

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| | | | <i>instruction and intervention. Ongoing and regular</i> | |
| 7-8 | <i>Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage</i> | <i>Synergy LMS Module, Zoom, Accelerated Reader, Saxon Language, Discovery, Mystery Science</i> | <i>Teachers will design within Synergy regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular</i> | <i>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</i> |
| 9-12 | <i>Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage</i> | <i>Synergy, Zoom, , Accelerated Reader, Saxon Language, Discovery, Mystery Science</i> | <i>Teachers will design within Synergy regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular</i> | <i>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</i> |

| Instructional Methods, Content Delivery, and Monitoring Student Learning (Science) | | | | |
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| | <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, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage</i> | <i>Synergy, Zoom, Waterford, Epic, Discovery, Mystery Science</i> | <i>Teachers will design within Synergy regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular</i> | <i>Teachers will use in-class assessments to track student progress and performance towards mastery of concepts and to design individual interventions.</i> |

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|------|--|---|---|---|
| 1-3 | <i>Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage</i> | <i>Synergy, Zoom, Waterford, Epic, Discovery, Mystery Science</i> | <i>Teachers will design within Synergy regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular</i> | <i>Teachers will use in-class assessments to track student progress and performance towards mastery of concepts and to design individual interventions.</i> |
| 4-6 | <i>Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage</i> | <i>Synergy, Zoom, Waterford, Epic, Discovery, Mystery Science</i> | <i>Teachers will design within Synergy regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular</i> | <i>Teachers will use in-class assessments to track student progress and performance towards mastery of concepts and to design individual interventions.</i> |
| 7-8 | <i>Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage</i> | <i>Synergy, Zoom, Moby Max, Discovery, Mystery Science</i> | <i>Teachers will design within Synergy regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular</i> | <i>Teachers will use in-class assessments to track student progress and performance towards mastery of concepts and to design individual interventions.</i> |
| 9-12 | <i>Direct Instruction, individual practice, projects, paper-pencil assignments, video, online practice and assessment, class webpage</i> | <i>Synergy, Zoom, Moby Max, Discovery, Mystery Science</i> | <i>Teachers will design within their SLMS module Synergy regular quizzes, assignments, and tasks that will be used to assess student progress and proficiency, guiding instruction and intervention. Ongoing and regular</i> | <i>Teachers will use in-class assessments to track student progress and performance towards mastery of concepts and to design individual interventions.</i> |

| 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>4-6</i> | | | | |
| <i>7-8</i> | | | | |
| <i>9-12</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)

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 |
|--|--|--|---|
| <ol style="list-style-type: none"> For students with inclusion services on their IEP’s, SPED services will be provided during their regularly scheduled content block in the classroom. During distance learning, 1:1 or small group support will be provided through Zoom for | <ol style="list-style-type: none"> Special Education Teachers Classroom Teachers Special Education Teachers | <ol style="list-style-type: none"> Each service will be provided as stated on the frequency and duration page on each specific student’s IEP. As stated on student IEP’s As stated on student IEP’s | <ol style="list-style-type: none"> SPED data collection logs and tracking sheets SPED data collection logs and tracking sheets SPED data collection logs and tracking sheets |

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| | | | |
|---|--|--|--|
| <p>students working on assignments at home.</p> <p>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</p> | | | |
|---|--|--|--|

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

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 | | | | | |
| | Online Social Emotional videos | X | X | X | X | x |
| | Parent Training | X | X | X | X | X |
| | Other: | | | | | |

| | | Kinder | 1-3 | 4-5 | 6-8 | 9-12 |
|----------------------------|-----------|--------|-----|-----|-----|------|
| Counseling Services | In-Person | X | X | X | X | X |
| | Phone | X | X | X | X | X |
| | 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. | 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 |

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| | | | |
|--|--|--|--|
| <ol style="list-style-type: none"> 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 will be done within 48 hours of the referral 5. Emergency Protocol: 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 |
|--|--|---|---|
| <ol style="list-style-type: none"> 1. Using an analysis of the assessments given, the teachers will provide student interventions and refer students for additional interventions where necessary 2. The Administration will meet with teachers to discuss | <ol style="list-style-type: none"> 1. Classroom Teachers/Interventionist 2. Administration and Teachers 3. Classroom Teachers | <ol style="list-style-type: none"> 1. Ongoing and regular 2. October and February 3. Ongoing | <ol style="list-style-type: none"> 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. |

| | | | |
|--|--|--|-------------------------|
| 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 | | | 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) | | | |
|-------------------------------------|---|---|--|
| | <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>Pearson Integrated Math</i> | <i>Online & In Person</i> | <i>Regular & Ongoing</i> |
| <i>1-3</i> | <i>Pearson Integrated Math</i> | <i>Online & In Person</i> | <i>Regular & Ongoing</i> |
| <i>4-6</i> | <i>Pearson Integrated Math,</i> | <i>Online & In Person</i> | <i>Regular & Ongoing</i> |
| <i>7-8</i> | <i>Pearson Integrated Math</i> | <i>Online & In Person</i> | <i>Regular & Ongoing</i> |
| <i>9-12</i> | <i>Pearson Integrated Math</i> | <i>Online & In Person</i> | <i>Regular & Ongoing</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>DIBELS, Star Reading</i> | <i>In Person</i> | <i>September, January, May</i> |
| <i>1-3</i> | <i>DIBELS 3D and Fluency, Star Reading</i> | <i>In Person</i> | <i>September, January, May</i> |
| <i>4-6</i> | <i>DIBELS 3D and Fluency, Star Reading, DAZE</i> | <i>In Person</i> | <i>September, January, May</i> |
| <i>7-8</i> | <i>Group Reading Assessment & Diagnostic Evaluation, Six Minute Solution Fluency</i> | <i>In Person</i> | <i>September, May</i> |

| | | | |
|------|---|------------------|-----------------------|
| | <i>Assessment, Accelerated Reader Star Test</i> | | |
| 9-12 | <i>Group Reading Assessment & Diagnostic Evaluation, Six Minute Solution Fluency Assessment, Accelerated Reader Star Test</i> | <i>In Person</i> | <i>September, May</i> |

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 administered 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 actively 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 closure, students will be in complete distance learning on Fridays, completing previously assigned tasks. This will allow teachers more time to collaborate and plan their online units of study and keep their webpages updated and relevant.

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 receiving the information.

