

Aboard Charter School's Distance Learning Plan 2020-2021

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

a. Distance Learning Option (3.b)

		Start Date for Distance Learning	08/03/2020
Please choose the option that indicates your proposed duration/plan for distance learning:	<input checked="" type="checkbox"/> 2. We intend to operate distance learning until <u>10/09/2020</u> for all students.		

Is the charter requiring students to do distance learning?	Yes
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.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Scheduled live Tier 1 direct instruction and guided instruction for 1 hour daily with expected attendance.	1. Grade level teacher and student with parental guidance and support	1. Each school day	1. Attendance sheet or call log
2. Offer on-demand Tier 1 direct instruction for students who cannot attend live instruction.	2. Grade-level teacher and students with parental guidance and support	2. Each school day	2. Attendance sheet, breakout session schedule
3. Scheduled Tier 2 small group instruction and targeted instructions consisting of 2 or 3 30 minute breakout sessions 4 times per week via Zoom.	3. Grade-level teacher and students with parental guidance.	3. Each school day	3. Attendance sheet, turned in assignments
4. Schedule Tier 3 1:1 strategic interventions for students who require or request extended learning time	4. Grade level teacher or paraprofessional and student with parental guidance and support	4. Each school day as needed	4. Attendance sheet, turned in assignments

to demonstrate grade level proficiency.			
5. Record attendance for live Tier 1 instruction, live Tier 2 small group support, and scheduled Tier 3 1:1 instruction	5. Grade-level teacher/paraprofessional and student	5. Each school day	5. Attendance sheet
6. Document attendance for on-demand instruction and intervention using online platform technology	6. Grade-level teacher/paraprofessional and front office staff	6. Each school day	6. Student marks Viewed assignments on on demand platform/teacher mark attendance sheet, turned in assignments
7. Confirm attendance with school front office staff..	7. Grade-level teacher/paraprofessional and front office staff	7. Each school day	7. Time stamped completed assignments.
8. Contact parents to follow-up on absences.	8. Grade-level teacher, studnet, parent, office staff	8. Each day	8. Attendance call log

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. Highlight and offer communication and contact methods and requirements in the program meet the teacher/orientation video	1. Teacher or designee	1. 1 st week of August or when a new student in registered	1. Video link and script
2. Detail and document communication and contact methods and requirements.	2. Grade-level teachers	2. 1 st week of August or when a new student starts	2. Completed introductory for each grade level.
3. Provide communication and contact methods and requirements on the Distance Learning Platform	3. Grade level teachers	3. Last week of July	3. Parent letter/Class Do Jo/website
4. Inform and explain communication and contact methods and requirements at Orientation and Meet the Teacher virtual meetings.	4. Grade level teacher/Director/Office Manager	4. 1 st month of school	4. Attendance roster, script, agenda, notes
5. Ensure instructional staff are proficient with all instructional software including	5. IT or designee	5. Daily as needed	5. Virtual session recording, observation, roster,

<p>Zoom, Class DoJo, Envision, and Reading Street</p> <p>6. Ensure instructional staff are familiar with recording options for each session</p> <p>7. Develop alternative methods of confirming attendance if student is not to be recorded (Voice, name, BD etc)</p> <p>8. If students are not in attendance within 30 minutes of daily synchronous session start, the school will attempt to contact the parent by their preferred method</p> <p>9. Regular check-ins will be required during synchronous sessions (asking questions, raising hands, sharing white board, etc)</p> <p>10. Attendance will be taken at the end of the synchronous session</p> <p>11. Small group breakout sessions will be scheduled after the synchronous session</p> <p>12. Breakout session will be for 30 minutes focus on specific differentiated lesson/skill</p> <p>13. Students will be required to attend at least two breakout session per day</p>	<p>6. IT or designee</p> <p>7. Director, Lead Teacher (Staff brainstorming)</p> <p>8. Office staff</p> <p>9. Grade-level teacher</p> <p>10. Grade-level teacher</p> <p>11. Lead teacher and grade-level teacher</p> <p>12. Grade-level teacher</p> <p>13. Parent/student</p>	<p>6. Weekly as needed</p> <p>7. 1st week of August during teacher trainings</p> <p>8. Daily</p> <p>9. Daily</p> <p>10. Daily</p> <p>11. Daily</p> <p>12. Daily</p> <p>13. Daily</p>	<p>agenda, teacher feedback</p> <p>6. Virtual session recording, observation, roster, agenda, teacher feedback</p> <p>7. Methods are included in the communication and attendance policy and in the syllabus, orientation video, and on the blog</p> <p>8. Call logs and notes</p> <p>9. Attendance roster and recording</p> <p>10. Attendance roster and recording</p> <p>11. Breakout schedule</p> <p>12. Lesson plans</p> <p>13. Attendance roster and recordings</p>
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Teacher and Staff Expectations and Support (1.a.ii)

a. Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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1. Demonstrate a professional demeanor and online learning environment while working virtually	1. All staff	1. Daily	1. Evident in all professional interactions
2. Be available during the regularly scheduled school day plus 1 hour after school for strategic interventions	2. All staff	2. Daily	2. Evident via communications
3. Initiate and maintain effective, timely communications within 24-48 hours of contact	3. All staff	3. Daily	3. Evident via communications
4. Provide feedback and input to administration or trainers as required	4. All staff	4. Ongoing as needed	4. Written feedback
5. Conduct live synchronous instruction through ZOOM.	5. All instructional staff	5. Daily	5. Teacher observations
6. Record on demand instruction through ZOOM.	6. All instructional staff	6. Ongoing as needed	6. Teacher observations, software testing certifications as available
7. Become proficient in all instructional software	7. All instructional staff	7. Ongoing as scheduled	7. Written lesson plans shared virtually with leadership
8. Lesson planning	8. All instructional staff	8. Ongoing as needed	8. Recorded VOD posted online
9. Record video lessons to be used on demand	9. All instructional staff	9. Ongoing as scheduled and/or as needed	9. Schedules of group lessons, interventions, recordings as needed
10. Conduct small group lessons or one-on-one interventions through ZOOM	10. All instructional staff	10. Weekly	10. Parent feedback
11. Assign work for students to complete independently	11. All instructional staff	11. Daily	11. Turned in online assignments
12. Monitor student progress and attendance	12. All instructional staff	12. Weekly and more if needed	12. Attendance records
13. Communicate with parents/guardians	13. xAll instructional staff	13. Weekly and more if needed	13. Logs of parent communications, emails

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Attend virtual New School Year staff HR orientation 2. Ensure staff know rights, policies and methods to express concerns or complaints 3. Conduct regular contact with instructional staff and other support staff 4. Conduct administrative office hours 5. Conduct regular staff meetings 6. Conduct required teacher observations and reviews 	<ol style="list-style-type: none"> 1. Director 2. Director 3. Director / Coaches/ Support Staff 4. Director/Office manger 5. Director/Coaches/ Support Staff 6. Director/ Coaches/ Support Staff 	<ol style="list-style-type: none"> 1. 1st week of August or when new staff is hired 2. 1st week of August or when new staff is hired 3. Weekly 4. Daily 5. Twice monthly 6. Twice per school year 	<ol style="list-style-type: none"> 1. Agenda, roster 2. Agenda, roster 3. Notes and call logs 4. Agenda, roster 5. Agenda, roster 6. Notes, completed review

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Develop a Professional Development calendar that includes training. 2. Distribute calendar to all staff 3. Review calendar quarterly and make adjustments as needed 4. Initiate regular PD for staff and Teachers most Fridays 5. Develop and provide PD as deemed necessary by observation, report, or request 	<ol style="list-style-type: none"> 1. Director, Trainers/Coaches/Other staff members with specific topic knowledge. 2. Director 3. Director, Teachers, and Staff 4. Director 5. Director or designee 	<ol style="list-style-type: none"> 1. Last week of July 2. 1st week of August 3. End of each school quarter 4. 1st week in August and then Monthly. most Fridays 5. As needed 	<ol style="list-style-type: none"> 1. Calendar is established and approved 2. Calendar has been distributed to staff 3. Notes from teachers and staff feedback, revised calendar 4. Agenda, recording, roster 5. Notes and recordings

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			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI HotSpot			
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support			
Other:			

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

- a. In the tables below, **list** the methods that will be used to deliver instruction, the content provider or program to be used, 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>	<ul style="list-style-type: none"> Direct Instruction via ZOOM Direct instruction through recorded video Independent Study ClassDojo 	<i>Content Provider:</i> <i>Savvas Learning Center</i> <i>Program:</i> <i>Envision/SuccessMaker</i>	<ul style="list-style-type: none"> Online Quick Checks (weekly) Open ended questions/Daily Multiple choice/Weekly Ticket out the door/Daily 	<ul style="list-style-type: none"> Online Topic Assessments (at the end of each unit) Discussion Based Assessment /Quarterly
<i>1-3</i>	<ul style="list-style-type: none"> Direct Instruction via ZOOM Direct instruction through recorded video Independent Study ClassDojo 	<i>Content Provider:</i> <i>Savvas Learning Center</i> <i>Program:</i> <i>Envision/SuccessMaker</i>	<ul style="list-style-type: none"> Online Quick Checks (daily) Open ended questions Multiple choice Ticket out the door Daily 	<ul style="list-style-type: none"> Online Topic Assessments (at the end of each unit) Discussion Based Assessment /Quarterly
<i>4-5</i>	<ul style="list-style-type: none"> Direct Instruction via ZOOM Direct instruction through recorded video 	<i>Content Provider:</i> <i>Savvas Learning Center</i> <i>Program:</i> <i>Envision/SuccessMaker</i>	<ul style="list-style-type: none"> Online Quick Checks (daily) Open ended questions Multiple choice 	<ul style="list-style-type: none"> Online Topic Assessments (at the end of each unit)

	<ul style="list-style-type: none"> • Independent Study • ClassDojo 		<ul style="list-style-type: none"> • Ticket out the door • Daily 	<ul style="list-style-type: none"> • Discussion Based Assessment /Quarterly
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Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<ul style="list-style-type: none"> • Direct Instruction via ZOOM • Direct instruction through recorded video • Independent Study • ClassDojo 	<i>Content Provider: Savvas Learning Center Program used: Reading Street</i>	<ul style="list-style-type: none"> • Observations • Games • Physical response • Exit tickets • Q & A on white boards • These are completed weekly 	<ul style="list-style-type: none"> • Anecdotal records • Discussion Based Assessment /Quarterly
<i>1-3</i>	<ul style="list-style-type: none"> • Direct Instruction via ZOOM • Direct instruction through recorded video • Independent Study • ClassDojo 	<i>Content Provider: Savvas Learning Center Program used: Reading Street</i>	<ul style="list-style-type: none"> • Observations • Games • Physical response • Exit tickets • Q & A on white boards • These are completed weekly 	<ul style="list-style-type: none"> • Online Weekly Tests (at the end of the week) • Discussion Based Assessment/ Quarterly
<i>4-5</i>	<ul style="list-style-type: none"> • Direct Instruction via ZOOM • Direct instruction through recorded video • Independent Study • ClassDojo 	<i>Content Provider: Savvas Learning Center Program used: Reading Street</i>	<ul style="list-style-type: none"> • Observations • Games • Physical response • Exit tickets • Q & A on white boards • These are completed weekly 	<ul style="list-style-type: none"> • Online Weekly Tests (at the end of the week) • Discussion Based Assessment/ Quarterly

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>	<ul style="list-style-type: none"> • Direct Instruction via ZOOM • Direct instruction through recorded video • Independent Study • ClassDojo • Project based Learning 	Content Provider: Studies Weekly Program: Science Weekly NGSS based K-6 Science curriculum	<ul style="list-style-type: none"> • Observations • Physical response • Q & A on white boards • These are completed bi weekly 	<ul style="list-style-type: none"> • Online Every two weeks Test (at the end of the unit)
<i>1-3</i>	<ul style="list-style-type: none"> • Direct Instruction via ZOOM • Direct instruction through recorded video 	Content Provider: Studies Weekly Program: Science Weekly	<ul style="list-style-type: none"> • Observations • Physical response • Q & A on white boards 	<ul style="list-style-type: none"> • Online Every Two Week Tests (at the end of the week)

	<ul style="list-style-type: none"> Independent Study ClassDojo Project based Learning 	NGSS based K-6 Science curriculum	<ul style="list-style-type: none"> These are completed bi weekly 	
4-5	<ul style="list-style-type: none"> Direct Instruction via ZOOM Direct instruction through recorded video Independent Study ClassDojo Project based Learning 	Content Provider: Studies Weekly Program: Science Weekly NGSS based K-6 Science curriculum	<ul style="list-style-type: none"> Observations Physical response Q & A on white boards These are completed bi weekly 	<ul style="list-style-type: none"> Online Every Two Week Tests (at the end of the week)

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>	<ul style="list-style-type: none"> Direct Instruction via ZOOM Direct instruction through recorded video Independent Study ClassDojo Project based Learning 	Content Provider: Studies Weekly Program: Social Studies Weekly	<ul style="list-style-type: none"> Observations Physical response Q & A on white boards These are completed bi weekly 	<ul style="list-style-type: none"> Discussion based Tests (at the end of the lesson)
1-3	<ul style="list-style-type: none"> Direct Instruction via ZOOM Direct instruction through recorded video Independent Study ClassDojo Project based Learning 	Content Provider: Studies Weekly Program: Social Studies Weekly	<ul style="list-style-type: none"> Observations Games Physical response Exit tickets Q & A on white boards These are completed bi weekly 	<ul style="list-style-type: none"> Online Bi Weekly Tests (at the end of the lesson week)
4-5	<ul style="list-style-type: none"> Direct Instruction via ZOOM Direct instruction through recorded video Independent Study ClassDojo Project based Learning 	Content Provider: Studies Weekly Program: Social Studies Weekly	<ul style="list-style-type: none"> Observations Physical response Q & A on white boards These are completed bi weekly 	<ul style="list-style-type: none"> Online Weekly Tests (at the end of the week)

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
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<p>1. Will contact each parent of a special education student via phone. To explain how services will be provided and determine the best way to communicate(phone, email, text, virtual).</p> <p>2. Work will be provided each week based on IEP goals via email or dropped off at a specific location.</p> <p>3. Will be available to the student for instruction and questions via Zoom based on instructional level/IEP.</p> <p>4. Check-in with family no less than once per week.</p> <p>5. Collect work and provide new assignments.</p> <p>6. Track work being completed along with providing progress notes and report to the school principal.</p> <p>7. Follow federal and state guidance on the procedures and delivery of services for students with IEP's.</p>	<p>1. Special Education Coordinator</p> <p>2. Special Education Teacher</p> <p>3. Special Education Teacher</p> <p>4. Special Education Teacher</p> <p>5. Special Education Teacher</p> <p>6. Special Education Teacher</p> <p>7. Special Education Coordinator</p>	<p>1. Once</p> <p>2. Once per week.</p> <p>3. Twice a week or more, dependent on IEP.</p> <p>4. Once per week.</p> <p>5. Once per week.</p> <p>6. Weekly</p> <p>7. Daily</p>	<p>1. Completed Student Learning Service Log.</p> <p>2. Completed Student Learning Service Log.</p> <p>3. Completed Student Learning ServiceLog.</p> <p>4. Completed Student Learning Service Log.</p> <p>5. Completed Student Learning Service Log.</p> <p>6. Completed Student Learning Service Log.</p> <p>7. Completed Student Learning Service Log.</p>
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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. Extensive visuals will be used during lesson presentations to support connection and understanding. Examples are graphs, maps, organizers, pictures, and video</p> <p>2. Relate learning objectives to personal experiences</p> <p>3. Use scaffolding to implement the I do, We do, You do technique</p> <p>4. Use Sentence Stems to lead students to complete a sentence the teacher started</p> <p>5. Use games and music to enhance language</p>	<p>1. - 6. Grade-level teacher</p>	<p>1. - 7. During each lesson and breakout session</p>	<p>1. - 7. Submitted assignments, observation.</p>

development and learning 6. Consistently teach new vocabulary and check for understanding 7. Use parents who are dual language to support their students learning	7. Teacher, student, parent		
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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		
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	x	x	x		
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone					
	Webcast	x	x	x		
	Email/IM	x	x	x		
	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. Social Emotional Staff will check in with teachers. 2. Social Emotional videos will be implemented into each class room and will be shared with families. 3. Supports, consultation and services that will be provided to ensure social/emotional well-being. Materials and support for students will be implemented. 4. Supports, consultation and services that will provide training for families	1. Counselor 2. Grade level Teacher 3. Counselor 4. Grade Level Teacher, Counselor	1. Once or twice each month 2. Once or twice each month 3. Monthly as needed. 4. Quarterly as needed	1. Agenda or Call Log 2. Lesson Plans / Class DoJo 3. Call/Email Log 4. Call/Email Log

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. Regular checks for understanding through inquiry and observation 2. Development of digital portfolios through class do jo 3. Through artwork and written responses 4. Submitted assignments 5. Using thumbs up, down or sideways. Thumbs up is a go, Thumbs sideways is not sure, Thumbs down is a no. Students not being recorded can use the chat. 6. Check for understanding games 7. Small group sharing 8. Exit tickets to show how much they think they learned. 9. Summative assessments 10. Benchmark assessments 	1. - 10. Grade-level teacher	<ol style="list-style-type: none"> 1. - 8. During synchronous sessions and breakout sessions 9. At the end of a unit in math and the end of the week for reading. 10. End of 1st and 4th quarter of each school year 	<ol style="list-style-type: none"> 1. -8 Submitted test and assignments. 9. Summative assessment tools and results 10. Benchmark testing results

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	Envision/Galileo	online	August 3- September 30
1-3	Envision/Galileo	online	August 3-September 30
4-5	Envision/Galileo	online	August 3- September 30

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>Reading Street/Galileo</i>	<i>online</i>	<i>August 3- September 30</i>
<i>1-3</i>	<i>Reading Street/Galileo</i>	<i>online</i>	<i>August 3- September 30</i>
<i>4-5</i>	<i>Reading Street/Galileo</i>	<i>online</i>	<i>August 3- September 30</i>