



SOUTHGATE ACADEMY

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Charter Holder Information

Charter Holder Name	Southgate Academy Inc.	Charter Holder Entity ID	79085
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Sherry D. Hasson		
Representative Telephone Number	(520) 741-7900 or (520) 490-1364		
Representative E-Mail Address	sdhasson@southgateaz.org		

School Information

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

School Name	Entity ID	CTDS
Southgate Academy	79091	108779101

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each charter school shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ASBCS if the school intended to switch to a different schedule for the 2020-2021 school year. If ASBCS previously approved the school to operate on a calendar that was not 180 days but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

If the school intended to switch to a different schedule for the 2020-2021 school year, but has not yet been approved by the ASBCS, please contact your Education Program Manager.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the charter school operate for School Year 2020-2021?	200
How many instructional days did the charter school operate for School Year 2019-2020?	200

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	550	Start Date for Distance Learning	August 5, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	100	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	450
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		

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	<p>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.).</p> <p><input type="checkbox"/> 5. Other (Please explain below)</p>
<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>Southgate Academy is proud to present 4 options for student learning. These options will allow for students to have equal access to their learning while allowing for parents to choose the way they are comfortable with their children returning to school. With the COVID-19 recommendations in mind, Southgate Academy will continue to provide a safe and high-quality education to the community that it serves, while maintaining an environment that is mindful of the risk levels of the current COVID-19 pandemic. Each option provided was based and aligned from the parent survey responses.</p> <p>In keeping with the recommendations for social distancing each option will only be allowed a certain number of students per session. Seats for these sessions will be distributed on a first come first serve manner. Upon registration the parent will need to select the Option and Track that will be most suitable for their student’s needs. Southgate Academy will enroll students into each Session and Track based on availability. Southgate Academy also reserves the right to change the session and track of the student based on attendance, behavior, or other limiting factors.</p> <p>Option #1 - The students will attend Southgate Academy Monday and Wednesday in person, at the school, for half the day. The students will attend Long Distance Learning via online, for the other half of the day. Additionally, the students will attend Long Distance Learning via online Tuesday, Thursday and Friday classes with teacher assistance provided via a remote setting. Breakfast and Lunches will be provided to the students in a prepackaged container and distributed to the students for the following day.</p> <p>Option #1 Track A: The students will attend Southgate Academy Monday and Wednesday in person from 7:30 am to 11:30 am. Return home for lunch and begin the second half of the day with Long Distance Learning via online from 1:00 pm to 3:30 pm with teacher assistance provided via a remote setting. Breakfast and Lunch will be provided to the students in a prepackaged container and distributed to the students for the following day. Full transportation will be provided for the students (pick up and drop off). Students will not be allowed on the buses or in the school without a mask (Exceptions will be made with medical documentation).</p> <ul style="list-style-type: none"> ○ Available seats for Option #1 Track A (K-6): 8 per grade level, 56 Total ○ Available seats for Option #1 Track A (7-12): 67 Total <p>Option #1 Track B: The students will attend Online Monday and Wednesday from 7:30 am to 10:00 am with teacher assistance provided via a remote setting. Lunch at home and begin the second half of the day at the School Campus from 11:30 am to 3:30 pm. Breakfast and Lunch will be provided to the students in a prepackaged container and distributed to the students for the following day. Transportation will only be available for home drop off service. Students will not be allowed on the buses or in the school without a mask (Exceptions will be made with medical documentation).</p> <ul style="list-style-type: none"> ○ Available seats for Option #1 Track B (K-6): 8 per grade level, 56 Total ○ Available seats for Option #1 Track B (7-12): 67 Total <p>Option #2 - The students will attend Southgate Academy Tuesday and Thursday in person, at the school, for half the day. The students will attend Long Distance Learning via online, for the other half of the day with teacher assistance provided via a remote setting. Additionally, the students will attend Long Distance Learning via online Monday, Wednesday and Friday classes with teacher assistance provided via a remote setting. Breakfast and Lunches will be provided to the students provided to the students in a prepackaged container and distributed to the students for the following day.</p>	

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Option #2 Track A: The students will attend Southgate Academy Tuesday and Thursday in person from 7:30 am to 11:30 am. Return home for lunch and begin the second half of the day with Long Distance Learning via online from 1:00 pm to 3:30 pm with teacher assistance provided via a remote setting. Breakfast and Lunch will be provided to the students in a prepackaged container and distributed to the students for the following day. Full transportation will be provided for the students (pick up and drop off). Students will not be allowed on the buses or in the school without a mask (Exceptions will be made with medical documentation).

- Available seats for Option #2 Track A (K-6): 8 per grade level, 56 Total
- Available seats for Option #2 Track A (7-12): 67 Total

Option #2 Track B: The students will attend Long Distance Learning Online Tuesday and Thursday from 7:30 am to 10:00 am with teacher assistance provided via a remote setting. Lunch at home and begin the second half of the day at the School Campus from 11:30 am to 3:30 pm. Breakfast and Lunch will be provided to the students in a prepacked container and distributed to the students for the following day. Transportation will only be available for home drop off service. Students will not be allowed on the buses or in the school without a mask (Exceptions will be made with medical documentation).

- Available seats for Option #2 Track B (K-6): 8 per grade level, 56 Total
- Available seats for Option #2 Track B (K-6): 67 Total

Option #3: The students will attend Southgate Academy Monday through Thursday in person, from 7:30 am to 3:30 pm, Friday classes will be done via Long Distance Learning online with teacher assistance provided via a remote setting. Breakfast and Lunches will be provided to the students.

*Southgate Academy does not recommend this option; however, we do understand that this option may be the best fit for some of our families. Full Transportation will be provided for the students (pick up and drop off). Students will not be allowed on the buses or in the school without a mask (Exceptions will be made with medical documentation).

It is important to note that that this option does mean that students will remain in their provided classroom for the entire day. Breakfast and Lunch will be provided however, Cafeteria and recesses will not be available to students.

- Available seats for Option #3 (K-6): 8 per grade level, 56 Total
- Available seats for Option #3 (7-12): 8 Total

Option #4: The students will attend Southgate Academy Long Distance Learning (At-Home) for 100% of their learning, with teacher assistance provided via a remote setting. School hours for this option are set for 7:30 am - 3:30 pm with a lunch break between 11:30 am and 1:00 pm. Breakfast and Lunches will be provided for to the students, for pick up only.

- Available seats for Option #3 (K-6): unlimited
- Available seats for Option #3 (7-12): unlimited

*While on the School Campus and on the Buses, Students will always be required to wear masks for all in person options.

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. 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 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) For Hybrid Method 2020-21	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Instructional Staff will submit daily attendance into PowerSchool system. Daily logs will be checked by the attendance office to ensure accuracy. Attendance procedures will remain the same in hybrid mode as well as online mode.	<ul style="list-style-type: none"> ○ Attendance office ○ Classroom Instructor ○ K-6 Principal ○ 7-12 Principal ○ Chief Academic Administrator ○ District Leadership Team 	<ul style="list-style-type: none"> ○ Daily Logs ○ Weekly Reports 	1. Daily Attendance logs will be submitted by Instructional Staff to the Attendance office for quality assurance checks with data entry in the Student Information System PowerSchool.

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<p>To ensure high quality control the curriculum has a built-in reporting system for Instructional Staff to monitor student activity for attendance and classroom learning participation whether hybrid or distant learning instruction.</p> <p>Odysseyware (K-5): The Login / Logout times report and the course complete report provide the Instructional Staff with specific information about the times the students are working, and the duration of the time spent. Instructional Staff will use these reports to monitor the total time a student spends daily, the number of assessments completed daily, or to monitor the weekly total time for each student.</p> <p>Edgenuity (6-12): The Attendance Log provides an overview of student attendance, either for the school or for specific groups of students. Instructional Staff will monitor the Attendance Log to view the total time a student spends daily, the number of activities completed daily, or to monitor the weekly total time for each student.</p>			<ol style="list-style-type: none"> 2. Weekly Reports will be monitored by the Principal to ensure students participation in classroom learning. 3. Weekly Reports will be submitted to the Chief Academic Administrator (CAA) to identify trends and patterns with student attendance. 4. CAA will submit data to District Leadership Team (DLT) for ongoing discussions to solutions or supports to the School Integrated Action Plan.
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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>Written guidelines have been established to ensure students are contacted by their assigned classroom Instructional Staff.</p> <ol style="list-style-type: none"> 1. The attendance office will contact students daily who are not in school via school 	<ul style="list-style-type: none"> ○ Attendance office ○ Classroom Instructor ○ K-6 Principal ○ 7-12 Principal ○ Chief Academic Administrator ○ District Leadership Team 	<ul style="list-style-type: none"> ○ Daily Attendance Reports ○ Weekly Classroom Communication Logs ○ Weekly Learning Management System (LMS) Student Participation and Activity Reports 	<ol style="list-style-type: none"> 1. Daily Attendance Reports will be monitored by Attendance office for quality assurance checks and State reporting purposes. 2. Weekly Classroom Reports will be monitored by the Principal

<p>messenger.</p> <ol style="list-style-type: none"> 2. Instructional Staff will have daily/weekly instructional logs with documented classroom or online instructional practices and student intervention supports turned on Fridays to Principals. 3. Instructional Staff will also be in contact with parents for student immediate academic needs or attendance issues. 4. Any ongoing issues will be reported by the Principals to the Chief Academic Administrator for a parent meeting to support families with unforeseen situations. <p>Curriculum Dashboard MANAGE ENROLLMENTS</p> <ol style="list-style-type: none"> 1. Instructional Staff will monitor the classroom dashboard daily to clear alerts and review student data including attendance or participation activity. 2. Principals will use the Manage Enrollments page which provides additional data points that are not found on the Dashboard. at least once a week to determine whether students are on pace and mastering content. 3. Active Time: The time a student has spent making progress in a course, reported in HH:MM: SS format. 4. Any ongoing issues will be reported by the Principals to the Chief Academic Administrator for a parent 			<p>to ensure students participation in classroom learning.</p> <ol style="list-style-type: none"> 3. Principal Weekly Reports will be submitted to the Chief Academic Administrator (CAA) to identify trends and patterns with student attendance. 4. CAA will submit data to District Leadership Team (DLT) for ongoing discussions to solutions or supports to the School Integrated Action Plan.
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meeting to support families with unforeseen situations.			
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Teacher and Staff Expectations and Support (1.a.ii)

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p><u>Instructional Expectations and Support</u></p> <ol style="list-style-type: none"> 1. Instructional Staff will monitor the Dashboard daily to clear alerts and review student data, Daily. Staff will also monitor the Course Report to see activity-level details about a specific student. 2. Instructional Staff will submit student assessment data, weekly to the Principal for review. Grade level teams will work together with the Principal to plan for interventions and address attendance and enrollment issues. 3. School Principals will submit student and school level data to the Chief Academic Administrator for review and weekly meeting. to address all school level barriers. 4. The Chief Academic Administrator will present the l data to the District Level Team (DLT), to be analyzed and reviewed to determine trends or patterns which may impact student learning and will be 	<ul style="list-style-type: none"> o K-6 Principal o 7-12 Principal o Chief Academic Administrator o District Leadership Team 	<ul style="list-style-type: none"> o Daily Principal virtual classroom observational and assessment data o Weekly Classroom Communication Logs o Weekly Learning Management System (LMS) Student Participation and Activity Reports 	<ol style="list-style-type: none"> 1. Learning Management System (LMS) Instructional Effectiveness Reports 2. Weekly Classroom Reports will be monitored by the Principal to ensure students participation in classroom learning. 3. Principal Weekly Reports will be submitted to the Chief Academic Administrator (CAA) to identify trends and patterns with student attendance. 4. CAA will submit data to District Leadership Team (DLT) for ongoing discussions of progress to the School Integrated Action Plan.

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<p>adjusted to meet the needs of our students and School Integrated Action Plan.</p> <p>Additional Instructional Staff Responsibilities include.</p> <p>Meet with your student to discuss their progress in the course.</p> <ul style="list-style-type: none"> • Provide an orientation to parents and students to share the procedures and expectations for the online curriculum Odysseyware and Edgenuity videos for new students logging in for the first time. • Make modifications to the course according to the student's IEP, if appropriate. • Check that the Target Date reflects when students are expected to finish their course(s). • Establish course completion expectations and encourage students to use the Course Map to stay on track. • Make sure each course has a Start Date and Target Date, and help students set daily/weekly goals with incentives for meeting the goals and consequences for not. • Review the student's Gradebook to see how many times they attempted each quiz and the time spent on each 			
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attempt. Also, look at the student's grades on other assignments, and reset activities as needed.			
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b. Describe commitments on delivery of employee support services including but not limited to:

- *Human resource policies and support for employees; and*
- *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Human Resource Department is committed to support all employees. The Southgate Academy employee manual will be followed. Additional COVID –19 Guidelines will be implemented according to best practices. Signs will be posted throughout the buildings for social distancing and hand washing reminders. Students will receive instruction on measures to reduce the spread of the coronavirus. Hand sanitizing stations set up throughout the campus and in each building.</p> <ol style="list-style-type: none"> 1. All staff will be required to wear face coverings while on school campus. Staff members will have a single point of entry while at the campus. 2. Every staff member without exception will be required to enter only through this point and have their temperature recorded daily. A sign-in sheet will be required to confirm compliance. 3. Staff will also answer school questionnaire in regard to COVID-19 at the beginning of each day with answers being recorded daily 4. Any staff member answering yes to 	<ul style="list-style-type: none"> ○ Building Receptionists ○ Chief Academic Administrator ○ District Leadership Team ○ Human Resource Department ○ Maintenance Department 	<ul style="list-style-type: none"> ○ Daily Monitoring Logs ○ Annual PowerPoint of employee policies and Reporting procedures ○ New staff orientation upon hire 	<ul style="list-style-type: none"> ○ District COVID-19 Guidelines ○ Daily Screening log sheet ○ Posters of proper handwashing ○ Professional Development from District Office outlining reporting and employee guidelines

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<p>any questions on the questionnaire or showing symptoms of COVID-19 will NOT be allowed entry into the building</p> <p>5. Visitors will not be allowed at the school or inside of classrooms</p> <p>6. Parents will need to wait outside of front office when visiting the school to check a student out early During pick up and drop off times, parents will always remain in vehicles.</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>Professional Learning will be in a virtual setting in classrooms at our school campus building throughout the school year using our school Zoom platform. All staff is be required to attend the fall trainings for 2020-21, school year. The initial PD meeting contains District and School systems to kick off the new school year. Once the year is moving along Principals will monitor and observe instructional practices, student assessments, and staff surveys to establish professional learning plans for Instructional staff. An individual plan is developed to support ongoing professional development according to the instructors needs and learning goals. Weekly Professional Development occurs weekly in small or whole group depending on the learning objective for the Instructional staff.</p>	<ul style="list-style-type: none"> ○ K-6 Principal ○ 7-12 Principal ○ Chief Academic Administrator ○ District Leadership Team 	<ul style="list-style-type: none"> ○ Daily Principal virtual classroom observational and assessment data ○ Weekly (LMS) Student Assessment Reports ○ Instructional Staff Survey or Feedback forms 	<ul style="list-style-type: none"> ○ Informal Evaluations and Feedback ○ Professional Learning plans

List Specific Professional Development Topics That Will Be Covered

1. Edgenuity Course Platform
2. Odysseyware Platform
3. Pathway Intervention Platform
4. My Pathway Platform
5. Student Assessments and Data Analysis
6. Title One School Wide Plan
7. School Safety
8. Mandatory Reporting
9. Homeless Reporting and Awareness
10. Child Find
11. Special Education
12. English Language Learner
13. District Assessments
14. Employee Expectations and Professionalism
15. COVID-19 Procedures

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)	X	X	X
Other: School Supplies	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: Weekend Hours	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>
<i>Kindergarten</i>	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Odysseyware/SPARK ○ PathBlazer ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content,</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>

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	<p>instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			
<p>1-3</p>	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Odysseyware/SPARK ○ PathBlazer ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content,</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State</p>

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	<p>an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			<p>Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>
<p>4-6</p>	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Odysseyware/SPARK ○ PathBlazer ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content,</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math,</p>

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	<p>vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			<p>and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>
7-8	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Courseware 	<p>Formative assessments check for understanding as students work through content,</p> <p>Independent practice activities are</p>	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p>

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	<p>Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>	<ul style="list-style-type: none"> ○ My Path ○ Renaissance STAR 360 	<p>also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>
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<p>9-12</p>	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes,</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Courseware ○ My Path ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content,</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>
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	bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.			
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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>
Kindergarten	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Odysseyware/SPARK ○ PathBlazer ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content,</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>

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	<p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			
<p>1-3</p>	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Odysseyware/SPARK ○ PathBlazer ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content.</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>

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	<p>instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			
4-6	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Odysseyware/SPARK ○ PathBlazer ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content.</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State</p>

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	<p>an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			<p>Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>
7-8	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Courseware ○ My Path ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content.</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math,</p>

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	<p>vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			<p>and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>
9-12	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Courseware 	<p>Formative assessments check for understanding as students work through content.</p> <p>Independent practice activities are</p>	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p>

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	<p>Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>	<ul style="list-style-type: none"> ○ My Path ○ Renaissance STAR 360 	<p>also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>
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Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Odysseyware/SPARK ○ PathBlazer ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content.</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>

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	<p>computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			
<p>1-3</p>	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Odysseyware/SPARK ○ PathBlazer ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content.</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>

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<p>4-6</p>	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Odysseyware/SPARK ○ PathBlazer ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content.</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>

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	<p>instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			
7-8	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Courseware ○ My Path ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content.</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State</p>

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	<p>an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			<p>Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>
<p>9-12</p>	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Courseware ○ My Path ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content.</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math,</p>

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	<p>vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			<p>and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>
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Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery</i>	<i>Content Provider/Program</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>

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	<i>Methodologies</i>	<i>Used</i>	<i>Strategies and Frequency</i>	<i>Strategies and Frequency</i>
<i>Kindergarten</i>	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes,</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Odysseyware/SPARK ○ PathBlazer ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content.</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>

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	<p>bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			
<p>1-3</p>	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Odysseyware/SPARK ○ PathBlazer ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content.</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>

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	<p>computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			
<p>4-6</p>	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Odysseyware/SPARK ○ PathBlazer ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content.</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>

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	<p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			
<p>7-8</p>	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Courseware ○ My Path ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content.</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>

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	<p>instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			
<p>9-12</p>	<p>As in-person setting permits, learning will continue as directed by the grade level Instructional Staff, utilizing a Blended Learning Model. This will include the use of Direct Instruction, Modeling, Guided Practice, and Independent Practice.</p> <p>The Instructional Staff will be supported by the Edgenuity software and will also include online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment. The in-person options will allow for</p>	<p>Content Provider:</p> <ul style="list-style-type: none"> ○ Instructional Staff <p>Programs Used:</p> <ul style="list-style-type: none"> ○ Courseware ○ My Path ○ Renaissance STAR 360 	<p>Formative assessments check for understanding as students work through content.</p> <p>Independent practice activities are also included to confirm understanding and can be used as evidence of mastery.</p> <ul style="list-style-type: none"> ○ Daily/Weekly Assessments ○ Unit Assessment Reports 	<p>Summative quizzes and cumulative assessments (as appropriate) accompany each unit as evidence of mastery of each concept.</p> <p>Additionally, Instructional Staff can choose pre-built tests, select from thousands of pre-made items, or create their own items.</p> <p>Pre-made items for reading, math, and early literacy assess specific skills and Arizona standards.</p> <p>Summative test reports show exactly where students excel or struggle, based on the Arizona State</p>

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	<p>an Enriched-Virtual Model, this will allow for students to divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. Direct instruction and assessments are delivered online, Instructional Staff will remain central to the learning process, working with students one-on-one or in small groups.</p> <p>Distance Learning will consist of Instructional staff support via Zoom, or Microsoft Teams, phone and email using Edgenuity curriculum on an online platform. Support material will add activities which include computer assisted learning systems, video direct instruction, online vocabulary, guided practice activities, independent practice, tutorials, and learning support tools (audio, translation, notes, bookmarks) – as well as assessment, online help, and electronic communication. Offline activities are also incorporated to include projects and other hands-on learning opportunities.</p>			<p>Standards. These multiple Star Assessments—including Star Custom—combine to provide a holistic view of students’ understanding and mastery of concepts.</p>
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Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

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
<p>Southgate Academy’s Special Education Department partnered with Edgenuity, Tiny Eye Therapy Services, and SPED Trak utilizes an internal system that is only available to the staff to identify student needs; based on the 45-day screening process, child find, and the Student Study form.</p> <p>The system employs a comprehensive state-of-the-art student information system to facilitate access to Modifications and Accommodations for student needs. This will assist in communication, and feedback between relevant parties.</p> <p>Features and accommodations are provided to meet the needs of all students with IEP’s and 504 plans. These accommodations include addressing multiple learning styles, accommodations for assessments, video captions / transcripts, individualized and customizable assignment calendars, read-aloud and translation tools, and many other features and accommodations. Read alouds students with special needs access complex text.</p>	<ul style="list-style-type: none"> ○ Instructional Staff ○ Special Education Director ○ K-6 Principal ○ 7-12 Principal ○ Chief Academic Administrator 	<ul style="list-style-type: none"> ○ Daily Logs ○ Weekly Reports 	<ol style="list-style-type: none"> 1. Learning Management System (LMS) Instructional Effectiveness, Intervention, and Behavioral Reports 2. Weekly Classroom Reports will be monitored by the Principal to ensure students participation in classroom learning. 3. Principal Weekly Reports will be submitted to the Chief Academic Administrator (CAA) to identify trends and patterns with student attendance. 4. CAA will submit data to District Leadership Team (DLT) for ongoing discussions of progress to the School Integrated Action Plan.
<p><i>Process for Implementing Action Step</i></p>			
<p>The content will be delivered in full course mode by Instructional Staff, using Edgenuity curriculum where the student has access to all lessons or in instructional increments as small as one lesson at a time. Students overwhelmed by large amounts of content will be administered their courses in any portion they are comfortable with. Lessons within</p>			

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each course can be modified and adjusted to fit the learners need. This option provides the opportunity for the Instructional Staff to activate or unassigned lessons as deemed appropriate for the individual student.

Special Education Instructional Staff will utilize content and instruction to accommodate different learning styles and provide multi-modal learning opportunities for differentiated instruction and concept mastery. The Instructor will ensure that every lesson contains a variety of modes and activities to engage and meet the needs of our Special Education students with different strengths and styles (Universal Design for Learning). Combining Direct Instruction with Video lectures, graphic displays, text, and simulations. Key concepts and tasks are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and symbolic), and our students are guided in mapping meaning among the varied representations. Graphic organizers (web diagrams, hierarchical diagrams, concept maps, T-charts, Venn diagrams, flow charts, timelines, and sequence graphics) are included. Content was developed with consideration of the W3C’s Web Content Accessibility guidelines and the WCAG 2.0 AA requirements. Further, as part of the Product Roadmap, Edgenuity continually makes enhancements to the platform and content to ensure ongoing accessibility. The clustering of questions by learning objective and difficulty level, as established in Benjamin Bloom’s taxonomy of critical thinking, allows Instructional Staff to focus on remediation and individualize instruction on specific areas of student need.

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>The English Learners Department will partner with Edgenuity using our internal systems to track our current identified EL students at their English Placement Level to continue with the 2020-21 SEI models. The curriculum for our English Learner includes addressing multiple learning styles, video captions / transcripts, individualized and customizable assignment calendars, read-aloud and translation tools, and many other features and accommodations. Read aloud and translation tools to help English Language Learners and students with special needs access complex text. In addition, read aloud supports seven languages: English, Spanish, French, Italian, German, Portuguese, and Arabic. Translation is currently available for over 60 languages</p> <p>New students will follow the recommended English Learner Identification Guidance. The guidance</p>	<ul style="list-style-type: none"> ○ Instructional Staff ○ ELL Director ○ K-6 Principal ○ 7-12 Principal ○ Chief Academic Administrator ○ School Counselor ○ District Leadership Team 	<ul style="list-style-type: none"> ○ Daily Logs ○ Weekly Reports 	<ol style="list-style-type: none"> 1. Learning Management System (LMS) Instructional Effectiveness and Intervention Reports 2. Weekly Classroom Reports will be monitored by the Principal to ensure students participation in classroom learning. 3. Principal Weekly Reports will be submitted to the Chief Academic Administrator (CAA) to identify trends and patterns with student attendance. 4. CAA will submit data to District Leadership Team (DLT) for ongoing discussions of progress to the School Integrated Action Plan.

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<p>states all students must be tested with in 30 days. Currently, there are no provisions for administering the placement tests remotely. Our school may need to apply temporary entrance procedures that permit the student access as an English Learners based on a home language survey and rely on appropriate follow up, discussing with parents and/or students in order to provide needed language services</p>			
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Process for Implementing Action Step

<p>EL Department will consider instructional models for each of our students depending on assessments from AZELLA testing and previous Proficiency level outcomes to support English Learners.</p> <ol style="list-style-type: none"> 1. Students in Newcomer model, 4 hours of ELD Instruction as follows: <ul style="list-style-type: none"> o 120/100 minutes per day or 600 minutes per week of Targeted ELD instruction in SEI Classroom o 120/100 minutes per day or 600 minutes per week of Integrated ELD included in content classroom throughout the day. 2. Students Pull Out model, 2 hours of ELD Instruction as follows: <ul style="list-style-type: none"> o 60/50 minutes per day or 300 minutes per week of Targeted ELD instruction in SEI Classroom o 60/50 minutes per day or 300 minutes per week of Integrated ELD included in content classroom throughout the day. 3. Students Two Hour model, 2 hours of ELD Instruction as follows: <ul style="list-style-type: none"> o 2 hours of Targeted ELD instruction in SEI Classroom o integrated ELD included in content classroom throughout the day. <p>Assessments:</p> <ol style="list-style-type: none"> 1. New Students Phase I and II - will be tested with in 30 days. Currently, there are no provisions for administering the placement tests remotely. Our school may need to apply temporary entrance procedures that permit the student access as an English Learners based on a home language survey and rely on appropriate follow up, discussing with parents and/or students in order to provide needed language services However, when in-person learning resumes, the school will make every effort for the child to take the placement test. If the student has not tested by December 15, 2020, then the school will wait until the Reassessment window opens in the spring of 2021, at which time we will administer the Stage 1 Reassessment. 2. Identified EL Student Phase III – V will be assessed in using the online assessment portal in Pearson Access Next according to the most recent assessment to remain in compliance with Fall and Spring Re-Assessments. <p>Family Engagement:</p>

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Offering opportunities to welcome families into the school and the community using our current structures ensure EL students, including newcomers, have access to all district academic and extracurricular programs.

1. Southgate Academy will offer Parent Engagement Activities to strengthen family engagement of ELL students.
2. Quarterly meetings will be offered for an open dialog with parents and students to create a support branch for language and academic success.
 - o EL Family Literacy Night – ELL Book Club Introduction and Q & A
 - o Parent Engagement Activities to strengthen family engagement of ELL students.

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: Weekly Lessons	X	X	X	X	X

		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					
	Email/IM	X	X	X	X	X
	Other: ZOOM meeting	X	X	X	X	X

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
Southgate Academy will utilize the Purpose Prep SEL curriculum as a web-based learning platform to promote Social Emotional Learning. This program	<ul style="list-style-type: none"> o K-6 Principal o 7-12 Principal o Chief Academic Administrator o School Counselor 	<ul style="list-style-type: none"> o Daily Logs o Weekly Reports 	<ol style="list-style-type: none"> 1. Learning Management System (LMS) Social Emotional Learning Reports

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<p>will be managed and facilitated by the Chief Academic Administrator. The School Counselor will also make student phone check-in calls and in person meetings (via Zoom) with students. The School counselor will base the level of support based on the student’s levels of need.</p> <p>The Purpose Prep curriculum scaffolds teaching and learning with a comprehensive set of Instructional Staff - and student tested resources. These resources support the opportunity to engage with students through classroom discussion experiences and provide follow-on activities for further learning and independent practice. Kindly Learning SEL curriculum and instruction resources are delivered via the Purpose Prep web-based learning platform.</p> <ol style="list-style-type: none"> 1. Short conversational videos provide relatable experiences, presented by youth or adults and spark classroom discussion in the context of SEL. 2. Classroom routines and lesson plans support educators as they teach and guide students to develop active listening, watching, and sharing skills; have safe and socially aware discussions; and build effective critical thinking skills. 3. Standards alignments for Common Core ELA provide a reference for Instructional Staff as they align the SEL experiences to literacy skills. 4. Downloadable worksheets and Storytime sheets can be printed in color or black-and-white and used 	<ul style="list-style-type: none"> ○ District Leadership Team 		<ol style="list-style-type: none"> 2. Weekly Behavior Reports will be monitored by the Principal to ensure students participation in classroom learning. 3. Counselor Weekly Reports will be submitted to the Chief Academic Administrator (CAA) to identify trends and patterns with student relevant data. 4. CAA will submit data to District Leadership Team (DLT) for ongoing discussions of progress to the School Integrated Action Plan.
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<p>for a variety of instructional models, including whole-class instruction or centers.</p> <p>5. Online call-to-action activities, games, and sing-alongs support student interaction and learning reinforcement and can be used with whiteboards or printed.</p> <p>6. Powerful, downloadable posters provide reminders for students to practice emotion recognition, understanding, communication, and regulation.</p> <p>7. Roll Emotions: The Fantastic Discussion Dice Game provides a hands-on experience as students use prompts printed on each cube to open conversations and respond to peers.</p>			
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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
<p>Southgate Academy’s system partnered with Edgenuity utilizes an internal email system that is only available to the student, and any staff, parent, guardian, or other stakeholder that plays a role in monitoring student success. The system employs a comprehensive state-of-the-art student information system to facilitate access, communication, and feedback between relevant parties. Internal communication tools include email, threaded discussions, announcements, chat (as available), and SMS texting. All communications are</p>	<ul style="list-style-type: none"> ○ Instructional Staff ○ Special Education Director ○ ELL Director ○ K-6 Principal ○ 7-12 Principal ○ Chief Academic Administrator ○ District Leadership Team 	<ul style="list-style-type: none"> ○ Daily Logs ○ Weekly Reports 	<ol style="list-style-type: none"> 1. Learning Management System (LMS) Instructional Effectiveness Reports 2. Weekly Classroom Reports will be monitored by the Principal to ensure students participation in classroom learning. 3. Principal Weekly Reports will be submitted to the Chief Academic Administrator (CAA) to identify trends and patterns

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<p>logged and tracked.</p> <p>Written guidelines have been established to ensure students are contacted by their assigned Instructional Staff.</p> <p>Curriculum Dashboard MANAGE ENROLLMENTS</p> <ol style="list-style-type: none"> 1. Instructional Staff will monitor the classroom dashboard daily to clear alerts and review student data including attendance or participation activity. 2. Principals will use the Manage Enrollments page which provides additional data points that are not found on the Dashboard. at least once a week to determine whether students are on pace and mastering content. 3. Active Time: The time a student has spent making progress in a course, reported in HH:MM: SS format. 4. Any ongoing issues will be reported by the Principals to the Chief Academic Administrator for a parent meeting to support families with unforeseen situations. 			<p>with student attendance.</p> <ol style="list-style-type: none"> 4. CAA will submit data to District Leadership Team (DLT) for ongoing discussions of progress to the School Integrated Action Plan.
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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>
Kindergarten	Renaissance STAR 360	Online	Pre-Test – August 18, 2020

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			Quarter 1 – September 29, 2020 Quarter 2 – December 1, 2020 Quarter 3 – March 2, 2021 Post-Test – May 15, 2021
1-3	Renaissance STAR 360	Online	Pre-Test – August 18, 2020 Quarter 1 – September 29, 2020 Quarter 2 – December 1, 2020 Quarter 3 – March 2, 2021 Post-Test – May 15, 2021
4-6	Renaissance STAR 360	Online	Pre-Test – August 18, 2020 Quarter 1 – September 29, 2020 Quarter 2 – December 1, 2020 Quarter 3 – March 2, 2021 Post-Test – May 15, 2021
7-8	Renaissance STAR 360	Online	Pre-Test – August 18, 2020 Quarter 1 – September 29, 2020 Quarter 2 – December 1, 2020 Quarter 3 – March 2, 2021 Post-Test – May 15, 2021
9-12	Renaissance STAR 360	Online	Pre-Test – August 18, 2020 Quarter 1 – September 29, 2020 Quarter 2 – December 1, 2020 Quarter 3 – March 2, 2021 Post-Test – May 15, 2021

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>	Renaissance STAR 360 Reading CBM (MOWR)	Online	Pre-Test – August 18, 2020 Quarter 1 – September 29, 2020 Quarter 2 – December 1, 2020 Quarter 3 – March 2, 2021 Post-Test – May 15, 2021
1-3	Renaissance STAR 360 Reading CBM (MOWR)	Online	Pre-Test – August 18, 2020 Quarter 1 – September 29, 2020 Quarter 2 – December 1, 2020 Quarter 3 – March 2, 2021 Post-Test – May 15, 2021

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4-6	Renaissance STAR 360	Online	Pre-Test – August 18, 2020 Quarter 1 – September 29, 2020 Quarter 2 – December 1, 2020 Quarter 3 – March 2, 2021 Post-Test – May 15, 2021
7-8	Renaissance STAR 360	Online	Pre-Test – August 18, 2020 Quarter 1 – September 29, 2020 Quarter 2 – December 1, 2020 Quarter 3 – March 2, 2021 Post-Test – May 15, 2021
9-12	Renaissance STAR 360	Online	Pre-Test – August 18, 2020 Quarter 1 – September 29, 2020 Quarter 2 – December 1, 2020 Quarter 3 – March 2, 2021 Post-Test – May 15, 2021

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

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.

