

### Charter Holder Information

Charter Holder Name	Stephanie Musser, Ed.D.	Charter Holder Entity ID	89758
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Stephanie Musser, Ed.D.		
Representative Telephone Number	623 979 6500		
Representative E-Mail Address	smusser@candeoschools.com		

### School Information

School Name	Entity ID	CTDS
Candeo Peoria	89758	078534000
Candeo North Scottsdale	1001161	078639000

### Distance Learning Background Information

How many instructional days will the charter school operate for School Year 2020-2021?	176
How many instructional days did the charter school operate for School Year 2019-2020?	176

Estimated Enrollment for FY 2021	648 (Peoria); 220 (NS)	Start Date for Distance Learning	Aug 5 (Peoria); August 12 (NS)
Estimated Number of Students Participating in Distance Learning for the Full Year	60	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	122

<p><b>Please choose the option that indicates your proposed duration/plan for distance learning:</b></p>	<p><input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students.</p> <p><input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students.</p> <p><input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen.</p> <p><input checked="" type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.).</p> <p><input type="checkbox"/> 5. Other (Please explain below)</p>
<p><b>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</b></p>	
<p>Candeo will open its doors with two options for students: Integrated On-Campus Learning (IOCL) and Distance Learning (DL) at home. Within each of these programs, there is built-in exibility, choice, and crossover. Families will choose either IOCL or DL for the start of the school year. The two programs will run concurrently, with students progressing through the curriculum at the same pace. If circumstances change for a family, they may opt to move to a different program at various checkpoints in the year.</p> <p><b>INTEGRATED ON-CAMPUS LEARNING (IOCL)</b> Our IOCL program is designed to have students on campus and in classrooms five days per week and during regular school hours. The structure incorporates one week of Distance Learning to three weeks of instruction in the classroom. This “3 weeks on campus, 1 week at a distance” plan allows our campus to operate at 75% capacity each day. “Distance Weeks” are embedded into four Learning Tracks. Each Learning Track follows our regular academic calendar. Families of On-Campus learners will choose one of the tracks. We will reevaluate the need for integration (partially distanced) at the beginning of the second semester. If a student cannot be properly supervised or cared for during his or her Distance Week on any given day, the parent may contact the school’s Family and Community Relations Specialist. He or she will be able to assist you in securing a seat at a remote location either on-site or with a partnered organization to complete online work for the day, except in the event of a school closure. Technology will be provided to students by the school where needed.</p> <p><b>DISTANCE LEARNING (DL)</b> Families may opt for our Distance Learning program as their main school platform for learning at any time in the year. Students in this program will work through the same concepts as on-campus learners, but will access the content digitally. Daily learning plans, assignments, submissions, two-way communication, and curriculum resources will be accessed through Google Classroom. Lessons are mainly delivered asynchronously through class recordings or other digital lessons. At times, the student may participate in a Zoom meeting with the class. Distance learners will have regular Zoom check-ins with their classroom teachers and daily access to teacher assistants for support. Assignments will be submitted twice per week and will be graded by the classroom teacher. If a student in our Distance Learning program desires to return to our Integrated On-Campus program, he or she may do so at the beginning of any quarter. If a DL student is unable to complete work</p>	

at home on any given day, the parent may contact the school’s Family and Communications Specialist at the front desk for assistance in finding a replacement location either on site or with a partnered organization to complete online work for the day, except in the event of a school closure. Technology will be provided to students by the school where needed.

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)

**The charter holder is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here:**

<https://www.azed.gov/finance/school-finance-guidance-for-covid-19/>

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>Parents shall be reminded of their legal obligation under ARS 15-802 to ensure their children are participating in school.</li> <li>Students must have access to the school’s full curriculum with instruction and academic tasks that are designed to meet the minimum instructional hours and number of subject requirements per ARS 15 - 901.</li> </ol>	<ol style="list-style-type: none"> <li>Head of School</li> <li>All Teachers</li> <li>Homeroom Teacher</li> <li>Parent</li> <li>Teacher</li> </ol>	<ol style="list-style-type: none"> <li>Prior to the start of school, plus written reminder on the attendance attestation form.</li> <li>Weekly</li> <li>Each school day</li> <li>Daily</li> </ol>	<ol style="list-style-type: none"> <li>Parent email from HOS and attestation form</li> <li>Weekly plans submitted weekly by 4pm the Friday prior via shared Google folder.</li> <li>Homeroom teacher Google Classroom</li> <li>Spreadsheet showing parent response via Google Forms</li> <li>Tyler SIS</li> </ol>

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<p>3. Parents will have access to a daily attendance attestation form (Google Form) that is uploaded to the homeroom teacher's Google Classroom.</p> <p>4. Each parent will daily attest to the following: My child attended school today by 1) completing assigned tasks and assignments for the day; and 2) participating in the Zoom meeting with the teacher (Y/N).</p> <p>5. If a parent marks "Yes," the child is counted as having attended that day. If the parent marks "No," the child is counted as absent that day. Attendance is recorded in the school's student information management system (Tyler SIS).</p>			
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a. Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. The Head of School will greet the students each school morning via Zoom.</p> <p>2. Each classroom teacher will host a daily Zoom meeting to check in with distance learners, provide formative feedback, and assess work.</p> <p>3. Teacher Assistants will host a once-daily Zoom meeting with distance learners in a grade level band (K-2, 3-5, 6-8) for the purpose of targeted support and feedback. Small group or one-to-one meetings will be scheduled as needed.</p> <p>4. Each student and parent has two-way communication with</p>	<p>1. Head of School</p> <p>2. Classroom Teacher</p> <p>3. Teacher Assistants</p> <p>4. Classroom Teacher</p> <p>5. Family and Community Relations Specialist</p> <p>6. Head of School</p> <p>7. Dean of Academics</p>	<p>1. At the start of each school day - 20 minutes</p> <p>2. Each school day for 45 - 60 minutes</p> <p>3. Whole group once daily for 30 minutes per grade level, plus additional meetings as needed.</p> <p>4. Daily during school hours (7:30 am - 4:00 pm, M-F)</p> <p>5. Daily during school hours (7:30 am - 4:00 pm, M-F)</p> <p>6. Monthly (newsletter message) and Just-In-Time as needed</p> <p>7. As needed</p>	<p>1. Zoom meeting record</p> <p>2. Zoom meeting record</p> <p>3. Zoom meeting record</p> <p>4. Google Classroom</p> <p>5. Front office log of communication</p> <p>6. Mail Chimp (school newsletter) and email record (Tyler SIS).</p> <p>7. Communication log</p>

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<p>the teacher via Google Classroom.</p> <p>5. The Family and Community Relations Specialist at the front desk will contact parents via phone and email based on need or concern or for the purpose of providing regular support and resources to families.</p> <p>6. The Head of School will provide regular communication (monthly) from the school to home via electronic newsletter, as well as Just-in-time communication to families, subgroups of families, or individuals via email.</p> <p>7. The Dean of Academics will reach out to students and Families for academic advisement and support via phone, email, and/or Zoom meeting.</p>			
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**Teacher and Staff Expectations and Support (1.a.ii)**

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. Teachers must provide access to the school’s full curriculum with instruction and academic tasks that are designed to meet the minimum instructional hours and number of subject requirements per ARS 15 - 901.</p> <p>2. Teachers will report daily in grade level bands (K-2, 3-5, 6-8) via Zoom with a designated administrator at 8:00 am.</p> <p>3. Teachers will meet daily with grade level teams via Zoom.</p>	<p>1. Teachers</p> <p>2. Grade Band Administrator</p> <p>3. Teachers</p> <p>4. Teachers</p> <p>5. Administrative “band” designee</p> <p>6. CEO</p> <p>7. Dean of Academics</p>	<p>1. Daily</p> <p>2. Daily</p> <p>3. Daily</p> <p>4. Daily, end of day</p> <p>5. Daily, end of day</p> <p>6. Daily</p> <p>7. Daily</p>	<p>1. Weekly plans completed and submitted by 4pm on the Friday prior via shared planning document in designated shared Google folder.</p> <p>2. Zoom meeting record</p> <p>3. Zoom meeting record and Work Report</p> <p>4. Work report (Google Form)</p> <p>5. Self-report</p> <p>6. Zoom meeting record</p> <p>7. Coaching and PD logs</p>

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<p>4. Teachers will complete an end-of-day reporting of work to the grade level band administrative designee.</p> <p>5. Administrative designee will review the daily work report and respond and/or communicate as needed.</p> <p>6. The Heads of School will meet with the CEO for an accounting of tasks and needs.</p> <p>7. Ongoing training, workshops, feedback, and coaching based on needs assessment, observations, and school goals</p>			
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- b. Describe commitments on delivery of employee support services including but not limited to:
- o Human resource policies and support for employees; and
  - o Regular communication from the administration.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. Teachers who display COVID-related symptoms are asked to return home. A negative test for COVID19 or 14 days from start of symptoms is required to return to school</p> <p>2. Teachers are expected to continue to teach virtually when quarantined.</p> <p>3. Leave policies adjusted to allow for additional sick time beyond standard allowance(non-paid) for verified symptomatic and quarantine purposes related to COVID19.</p> <p>4. Head of School will remain in contact with employees daily via in-person, electronic, and digital modalities.</p> <p>5. Head of School provides weekly communication to staff and</p>	<p>1,2,4,5 Head of School</p> <p>3 HR coordinator</p> <p>6 Family and Community Relations Specialist</p>	<p>ongoing</p>	<p>HR records</p> <p>HOS communication log</p>

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<p>just-in-time communication to staff based on need.</p> <p>6. Family and Community Relations Specialist checks in with staff members and remains connected through in-person, electronic, and digital modalities.</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
<ol style="list-style-type: none"> <li>1. Establish overall plan for training, support, and development for the year based on established needs, trends, school goals, and staff goals</li> <li>2. Establish specific plan for new-hire teacher preservice training (2 weeks) including agendas, outcomes, timelines, resources, locations, mode of delivery.</li> <li>3. Establish specific plan for all-teacher preservice training (1 week), including agendas, outcomes, timelines, resources, locations, mode of delivery.</li> <li>4. Train new teachers prior to school start according to plan and ongoing needs assessment.</li> <li>5. Train all teachers prior to school start according to plan and ongoing needs assessment.</li> <li>6. Conduct PD needs assessment and respond with targeted workshops, trainings, and coaching</li> </ol>	<ol style="list-style-type: none"> <li>1. Heads of School, Dean of Academics, CEO</li> <li>2. Heads of School, Dean of Academics, CEO, Associate Deans for Student Learning, Teacher Subject Matter Experts (SME)</li> <li>3. Academics, CEO, Associate Deans for Student Learning, Teacher Subject Matter Experts (SME)</li> <li>4. Academics, CEO, Associate Deans for Student Learning, Subject Matter Experts (SME) - onsite and outsourced</li> <li>5. Academics, CEO, Associate Deans for Student Learning, Subject Matter Experts (SME) - onsite and outsourced</li> <li>6. Dean of Academics</li> </ol>	<ol style="list-style-type: none"> <li>1. January 2020 - July 2020</li> <li>2. July 2020</li> <li>3. July 2020</li> <li>4. July 20 - 31 and August 3 - 7 for NS</li> <li>5. July 20 - 24</li> <li>6. July 26, August 3, August 14, and biweekly thereafter through Quarters 1 and 2.</li> </ol>	<p>1 - 3: PD plan</p> <p>4-5: PD plan, agendas, staff attendance records</p> <p>6: Google Forms Response spreadsheets, PD plan, and Coaching logs</p>

**List Specific Professional Development Topics That Will Be Covered**

<p><b>Pre-Service (2 or 3 weeks prior to school start):</b> Mission, Vision, Values</p>
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## Distance Learning Plan 2020-2021

Classical Education  
Core Knowledge  
Lesson Planning  
Planbook  
Program Resources  
Love and Logic  
Discipline Process  
Google Suite  
Classroom Management  
Singapore Math  
CKLA/Amplify Program Resources  
Google Classroom  
Tyler SIS  
Literacy Assessment  
Culture of Achievement  
Culture of Civility  
Culture of Professionalism  
Service Standards  
The Well-Trained Mind  
Teaching Classical Children's Literature  
Candeo Circle  
Special Education - IEPs/504s/RTI process  
FERPA  
School Safety, Health, and Wellness  
The School Reopening Plan Overview  
Intermittent targeted working sessions based on ongoing digital needs assessment  
Regular and ongoing targeted support, feedback, coaching, and training for all teachers and TAs

### **Inservice (during the academic year):**

Intermittent targeted working sessions based on ongoing digital needs assessment  
Regular and ongoing targeted support, feedback, coaching, and training for all teachers and TAs  
Synchronous and asynchronous instruction - beginning and advanced  
Managing the IOCL and DL environment  
Advanced tools of technology for instruction and learning management  
Classically-Minded Instruction (Monthly series - all subjects)  
Socratic Seminar  
Classical Literature and the Moral Imagination  
Math and Science through the Classical lens  
The Question (strategies for the Didactic stage of learning)  
Formative and Summative Assessment in the Digital Environment  
Social and Emotional well being for students - the teacher's role and toolkit  
Candeo Standard Operations for Success  
School and Classroom Communications  
How We Measure Success

School Academic Goals  
The Teacher Evaluation Process

### Connectivity (1.a.iii)

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

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

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>1. Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</i>	<i>Engage NY Singapore Math: Dimensions Khan Academy</i>	<i>Daily - exit tickets and Zoom question-response, qualitative teacher observations, completion of</i>	<i>Given one on one or in a small group via Zoom by the teacher, TA or with parent</i>

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	<p>2. Direct Instruction via Zoom when all students are fully-distanced; intermittently when partially distanced (via teacher or TA)</p> <p>3. Daily office hours available to all distance learners</p> <p>4. Student and parent online access to :Singapore Math Dimensions program resources</p> <p>5. Khan Academy for targeted content/standard instructional support.</p> <p>6. Independent Study/Exploration</p> <p>7. Project-Based</p>		<p>digital activities or practice pages</p> <p>Weekly - Quizzes small groups via Zoom or with parent supervision. May be digital or paper/Pencil</p>	<p>supervision. May be digital or paper/ pencil</p> <p>Weekly and end of unit</p>
1-3	<p>1. Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</p> <p>2. Direct Instruction via Zoom when all students are fully-distanced; intermittently when partially distanced (via teacher or TA)</p> <p>3. Daily office hours available to all distance learners</p> <p>4. Student and parent online access to :Singapore Math program resources</p>	<p>Singapore Math Engage NY (First) Khan Academy</p>	<p>Daily - exit tickets and Zoom question-response, qualitative teacher observations, completion of digital activities or practice pages</p> <p>Weekly - Quizzes small groups via Zoom or with parent supervision. May be digital or paper/Pencil</p>	<p>Given one on one or in a small group via Zoom by the teacher, TA or with parent supervision. May be digital or paper and pencil</p> <p>End of unit</p>

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	<p>5. Khan Academy for targeted content/standard instructional support.</p> <p>6. Independent Study/Exploration</p> <p>7. Project-Based</p>			
4-6	<p>1. Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</p> <p>2. Direct Instruction via Zoom when all students are fully-distanced; intermittently when partially distanced (via teacher or TA)</p> <p>3. Office hours available to all distance learners</p> <p>4. Student and parent online access to ; EdGem Math digital resources (6th)</p> <p>5. Khan Academy for targeted content/standard instructional support.</p> <p>6. Independent Study/Exploration</p> <p>7. Project-Based</p>	<p>Singapore Math</p> <p>Khan Academy</p> <p>Core Knowledge Math: Program- EdGems Course 1 (6th)</p>	<p>Daily formative assessment via exit tickets and Zoom question-response</p> <p>Quizzes - Daily</p>	<p>End of unit assessments</p>
7-8	<p>1. Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</p> <p>2. Direct Instruction via Zoom when all students are</p>	<p>Khan Academy</p> <p>Core Knowledge Math: Program- EdGems Course 2</p>	<p>Daily formative assessment via exit tickets and Zoom question-response</p> <p>Quizzes - Daily</p>	<p>End of unit assessments</p>

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	<p><i>fully-distanced; intermittently when partially distanced (via teacher or TA)</i></p> <p><i>3. Student and parent online access to EdGem Math digital resources</i></p> <p><i>4. Khan Academy for targeted content/standard instructional support.</i></p> <p><i>5. Independent Study/Exploration</i></p> <p><i>6. Project-Based</i></p>	<p><i>Core Knowledge Math: Program- EdGems Course 3</i></p>		
9-12				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<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><i>1. Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</i></p> <p><i>2. Direct Instruction via Zoom when all students are fully-distanced; intermittently when partially distanced (via teacher or TA)</i></p> <p><i>3. Daily office hours via Zoom for all distance learners</i></p> <p><i>3. Student and parent online access to CKLA digital resources</i></p>	<p><i>Core Knowledge Language Arts (Skills &amp; Knowledge)</i></p> <p><i>Shurley English - Grammar</i></p> <p><i>Junior Great Books - Shared inquiry and reading comprehension</i></p>	<p><i>Daily - exit tickets and Zoom question-response, qualitative teacher observations, completion of digital activities in practice pages</i></p> <p><i>Weekly (if a summative assessment is not given) - Quizzes small groups via Zoom or with parent supervision. May be digital or paper/Pencil</i></p>	<p><i>Given one on one in a small group via Zoom by the teacher, TA or with parent supervision. May be digital or paper/pencil</i></p> <p><i>Weekly and end of unit</i></p>

	<p>4. CK Classic short stories, and poetry at home</p> <p>5. Student and Parent Junior Great Books Online Access to digital resources</p> <p>6. Khan Academy for targeted content/standard instructional support.</p> <p>7. Independent Study/Exploration</p> <p>8. Project-Based</p>			
1-3	<p>1. Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</p> <p>2. Direct Instruction via Zoom when all students are fully-distanced; intermittently when partially distanced (via teacher or TA)</p> <p>3. Daily office hours via Zoom for all distance learners</p> <p>4. Student and parent online access to CKLA digital resources</p> <p>5. CK Classic novels, plays, short stories, and poetry at home</p> <p>6. Student and Parent Junior Great Books Online Access to digital resources</p>	<p>Core Knowledge Language Arts (Skills &amp; Knowledge)</p> <p>Shurley English - Grammar</p> <p>Junior Great Books - Shared inquiry and reading comprehension</p>	<p>Daily - exit tickets and Zoom question-response, qualitative teacher observations, completion of digital activities and practice pages</p> <p>Weekly (if a summative assessment is not given) - Quizzes small groups via Zoom or with parent supervision. May be digital or paper/Pencil</p>	<p>Given one on one or in a small group via Zoom by the teacher, TA or with parent supervision. May be digital or paper /pencil</p> <p>Weekly and end of unit</p>

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	<p>7. Khan Academy for targeted content/standard instructional support.</p> <p>8. Independent Study/Exploration</p> <p>9. Project-Based</p>			
4-6	<p>1. Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</p> <p>2. Direct Instruction via Zoom when all students are fully-distanced; intermittently when partially distanced (via teacher or TA)</p> <p>3. Student and parent online access to CKLA digital resources</p> <p>4. CK Classic novels, plays, short stories, and poetry at home</p> <p>5. Student and Parent Junior Great Books Online Access to digital resources</p> <p>6. Khan Academy for targeted content/standard instructional support.</p> <p>7. Independent Study/Exploration</p> <p>8. Project-Based</p>	<p>Core Knowledge Language Arts workbooks (6th)</p> <p>Great Books Roundtable (6th)</p> <p>Realms of Gold (6th)</p> <p>Common Lit (6th)</p>	<p>Daily formative assessment via exit tickets and Zoom question-response</p> <p>Quizzes - Daily</p>	<p>End of unit assessments</p>
7-8	<p>1. Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</p>	<p>Core Knowledge Language Arts workbooks</p> <p>Great Books Roundtable</p>	<p>Daily formative assessment via exit tickets and Zoom question-response</p> <p>Quizzes - Daily</p>	<p>End of unit assessments</p>

	<p>2. <i>Direct Instruction via Zoom when all students are fully-distanced; intermittently when partially distanced (via teacher or TA)</i></p> <p>3. <i>Student and parent online access to CK digital resources</i></p> <p>4. <i>CK Classic novels, plays, short stories, and poetry at home</i></p> <p>5. <i>Student and Parent Junior Great Books Online Access to digital resources</i></p> <p>6. <i>Khan Academy for targeted content/standard instructional support.</i></p> <p>7. <i>Independent Study/Exploration</i></p> <p>8. <i>Project-Based</i></p>	<p><i>Realms of Gold</i></p> <p><i>Common Lit</i></p>		
9-12				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<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>1. <i>Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</i></p> <p>2. <i>Direct Instruction via Zoom when all students are fully-distanced; intermittently</i></p>	<p><i>Core Knowledge Sequence and science units</i></p>	<p><i>Daily - exit tickets and Zoom question-response, qualitative teacher observations, completion of digital practice, notes, appropriate activities or projects</i></p>	<p><i>Given one on one or in a small group via Zoom by the teacher, TA or with parent supervision.</i></p> <p><i>May be digital, paper/pencil or project based</i></p> <p><i>End of unit</i></p>

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	<p><i>when partially distanced (via teacher or TA)</i></p> <p><i>3. Student and parent online access to CKScience digital resources</i></p> <p><i>4. Office hours available to all distance learners via Zoom</i></p> <p><i>5. Khan Academy for targeted content/standard instructional support.</i></p> <p><i>6. Independent Study/Exploration</i></p> <p><i>7. Project-Based</i></p>		<p><i>Weekly (if a summative assessment is not given) - Quizzes small groups via Zoom or with parent supervision. May be digital or paper/Pencil</i></p>	
1-3	<p><i>1. Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</i></p> <p><i>2. Direct Instruction via Zoom when all students are fully-distanced; intermittently when partially distanced (via teacher or TA)</i></p> <p><i>3. Office hours available to all distance learners via Zoom</i></p> <p><i>4. Student and parent online access to CKScience digital resources</i></p> <p><i>5. Independent Study/Exploration</i></p> <p><i>6. Project-Based</i></p>	<p><i>Core Knowledge Sequence and science units</i></p>	<p><i>Daily - exit tickets and Zoom question-response, qualitative teacher observations, completion of digital practice, notes, appropriate activities or projects</i></p> <p><i>Weekly (if a summative assessment is not given) - Quizzes small groups via Zoom or with parent supervision. May be digital or paper/Pencil</i></p>	<p><i>Given one on one or in a small group via Zoom by the teacher, TA or with parent supervision. May be digital, paper/pencil or project based</i></p> <p><i>End of unit</i></p>
4-6	<p><i>1. Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</i></p>	<p><i>Core Knowledge Science (6th)</i></p>	<p><i>Daily formative assessment via exit tickets and Zoom question-response</i></p> <p><i>Quizzes - Daily</i></p>	<p><i>End of unit assessments</i></p>

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	<p>2. <i>Direct Instruction via Zoom when all students are fully-distanced; intermittently when partially distanced (via teacher or TA)</i></p> <p>3. <i>Student and parent online access to CKScience digital resources</i></p> <p>4. <i>Khan Academy for targeted content/standard instructional support.</i></p> <p>5. <i>Independent Study/Exploration</i></p> <p>6. <i>Project-Based</i></p>	<p><i>Glencoe Textbook: Earth and Space Science Concepts and Applications (6th)</i></p> <p><i>Glencoe Textbook: Life Science (6th)</i></p> <p><i>Common Lit (6th)</i></p>		
7-8	<p>1. <i>Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</i></p> <p>2. <i>Direct Instruction via Zoom when all students are fully-distanced; intermittently when partially distanced (via teacher or TA)</i></p> <p>3. <i>Student and parent online access to program digital resources</i></p> <p>4. <i>Khan Academy for targeted content/standard instructional support.</i></p> <p>5. <i>Independent Study/Exploration</i></p> <p>6. <i>Project-Based</i></p>	<p><i>Core Knowledge Science</i></p> <p><i>Glencoe Textbook: Life Science (7th)</i></p> <p><i>Glencoe Textbook: Physics-Principles and Problems (8th)</i></p> <p><i>Common Lit</i></p>	<p><i>Daily formative assessment via exit tickets and Zoom question-response</i></p> <p><i>Quizzes - Daily</i></p>	<p><i>End of unit assessments</i></p>
9-12				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<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>	<ol style="list-style-type: none"> <li>1. Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</li> <li>2. Direct Instruction via Zoom when all students are fully-distanced; intermittently when partially distanced (via teacher or TA)</li> <li>3. Office hours available to all distance learners via Zoom</li> <li>4. Student and parent online access to CK and program-specific digital resources</li> <li>5. Khan Academy for targeted content/standard instructional support.</li> <li>6. Independent Study/Exploration</li> <li>7. Project-Based</li> </ol>	<p><i>Core Knowledge - Core Knowledge Sequence and History and Geography program</i></p> <p><i>Khan Academy</i></p>	<p><i>Daily - exit tickets and Zoom question-response, qualitative teacher observations, completion of digital practice, notes, appropriate activities or projects</i></p> <p><i>Weekly (if a summative assessment is not given) - Quizzes small groups via Zoom or with parent supervision. May be digital or paper/Pencil</i></p>	<p><i>Given one on one or in a small group via Zoom by the teacher, TA or with parent supervision. May be digital, paper/pencil or project based</i></p> <p><i>End of unit</i></p>
<i>1-3</i>	<ol style="list-style-type: none"> <li>1. Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</li> <li>2. Direct Instruction via Zoom when all students are fully-distanced; intermittently</li> </ol>	<p><i>Core Knowledge - Core Knowledge Sequence and History and Geography program</i></p> <p><i>Khan Academy</i></p>	<p><i>Daily - exit tickets and Zoom question-response, qualitative teacher observations, completion of digital practice, notes, appropriate activities or projects</i></p>	<p><i>Given one on one or in a small group via Zoom by the teacher, TA or with parent supervision. May be digital, paper/pencil or project based</i></p> <p><i>End of unit</i></p>

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	<p><i>when partially distanced (via teacher or TA)</i></p> <p><i>3. Student and parent online access to CK and program-specific digital resources</i></p> <p><i>4. Office hours available to all distance learners via Zoom</i></p> <p><i>5. Independent Study/Exploration</i></p> <p><i>6. Project-Based</i></p>		<p><i>Weekly (if a summative assessment is not given) - Quizzes small groups via Zoom or with parent supervision. May be digital or paper/Pencil</i></p>	
4-6	<p><i>1. Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</i></p> <p><i>2. Direct Instruction via Zoom when all students are fully-distanced; intermittently when partially distanced (via teacher or TA)</i></p> <p><i>3. Student and parent online access to CK and program-specific digital resources</i></p> <p><i>4. Khan Academy for targeted content/standard instructional support.</i></p> <p><i>5. Independent Study/Exploration</i></p> <p><i>6. Project-Based</i></p>	<p><i>Core Knowledge History and Geography Textbooks (6th)</i></p> <p><i>Common Lit (6th)</i></p> <p><i>Stanford History Education Group (6th)</i></p> <p><i>Khan Academy</i></p>	<p><i>Daily formative assessment via exit tickets and Zoom question-response</i></p> <p><i>Quizzes - Daily</i></p>	<p><i>End of unit assessments</i></p>
7-8	<p><i>1. Daily synchronous and asynchronous learning used for whole group, one-on-one or small-group instruction</i></p>	<p><i>Core Knowledge History and Geography:</i></p> <p><i>Common Lit</i></p>	<p><i>Daily formative assessment via exit tickets and Zoom question-response</i></p> <p><i>Quizzes - Daily</i></p>	<p><i>End of unit assessments</i></p>

	<p>2. Direct Instruction via Zoom when all students are fully-distanced; intermittently when partially distanced (via teacher or TA)</p> <p>3. Student and parent online access to CK and program-specific digital resources</p> <p>4. Khan Academy for targeted content/standard instructional support.</p> <p>5. Independent Study/Exploration</p> <p>6. Project-Based</p>	<p>Stanford History Education Group</p> <p>Core Knowledge Music (7th)</p> <p>Core Knowledge Art (8th)</p> <p>Khan Academy</p>		
9-12				

### 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
Support and services will be provided virtually to students through planned meeting times based on the specific criteria stated in the students IEP.	-Special education teacher -Teacher’s assistant	-Specific to the student’s IEP	-Recorded virtual meetings -Time Log

#### Process for Implementing Action Step

1. SPED training to all teachers on SPED roles and responsibilities
2. Assigned 504 Coordinator
3. Provide copies of IEPs and 504s to all teachers of students with special needs
4. Identify needs through 45 day screenings of all students

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- 5. Proceed through the process of RTI for students identified as falling behind (<70% mastery consistently)
- 6. Refer students to SPED observation and testing for students who do not show progress and mastery in Levels 1-3 of RTI process
- 7. Students who test with a qualifying disability go through the approved process of developing an IEP through a MET team.
- 8. Qualified and certified specialists in SPED provide services and monitor progress toward established IEP goals.

*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
<ol style="list-style-type: none"> <li>1. PHLOTE Survey provided to all students at enrollment</li> <li>2. Identified students from the PHLOTE are tested using the AZELLA assessment tools.</li> <li>3. Students receive services according to identified level of proficiency in language-rich environment.</li> <li>4. Periodic re-assessment of progress</li> </ol>	<ol style="list-style-type: none"> <li>1. Registrar</li> <li>2. Dean of Academics</li> <li>3. Teachers</li> <li>4. Dean of Academics</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning of Year</li> <li>2. Upon 45 days of school</li> <li>3. Daily in the classroom</li> <li>4. Fall and Spring</li> </ol>	<ol style="list-style-type: none"> <li>1. Student records</li> <li>2. 45 day screenings - student file</li> <li>3. Lesson plans - Shared Google Sheet</li> <li>4. Assessment record</li> </ol>

**Process for Implementing Action Step**

- 1. Enrollment packets are provided electronically.
- 2. Parents complete the packet and return to the school on or before the first day of school.
- 3. ELL Coordinator is trained in AZELLA per state requirements.
- 4. ELL Coordinator assesses levels of proficiency.
- 5. Teacher builds lessons to include daily ongoing language development filled with opportunities for building receptive and expressive language.
- 6. Students who are under-proficient are reassessed twice yearly for progress monitoring.

**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
<b>Social Emotional Learning</b>	Head of School Morning Greeting Teacher Check-in	X	X	X	X	

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	Packet of Social and Emotional Topics	X	X	X	X	
	Online Social Emotional videos					
	Parent Training	X	X	X	X	
	Other:					

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>Head of School Morning Greeting K-5</li> <li>Teacher daily check ins and "Candeo Circle"</li> <li>Create packet of parent resources sent via email and posted on website (parent portal)</li> <li>Parent resources available through an outsourced counseling service</li> </ol>	<ol style="list-style-type: none"> <li>Head of School,</li> <li>General Ed Teacher</li> <li>Family and Community Relations Specialist (FCRS)</li> <li>Outsourced Counselor</li> </ol>	<ol style="list-style-type: none"> <li>Daily</li> <li>Daily</li> <li>Posted at the beginning of the year and updated throughout the year</li> <li>Provided at the beginning of the year and throughout the year as needed.</li> </ol>	<ol style="list-style-type: none"> <li>Zoom meeting record</li> <li>Google Classroom log</li> <li>Website resources, email log</li> <li>Website resources, email log</li> </ol>

### Demonstrating Mastery of Academic Content (1.a.vi)

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>Intermittent benchmark assessment - beginning, middle,</li> </ol>	1-6Teachers	<ol style="list-style-type: none"> <li>August, December, May</li> <li>End of Units (1--3 weeks)</li> </ol>	<ol style="list-style-type: none"> <li>Assessment folders for each student</li> </ol>

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<p>and end of year in reading and math</p> <ol style="list-style-type: none"> <li>2. Summative Unit assessments in all subject areas</li> <li>3. Assigned classwork and quizzes</li> <li>4. Daily Progress Monitoring of grade level skills</li> <li>5. Quarterly Grade Reporting</li> <li>6. RTI process goals and strategies</li> <li>7. Training in all assessment protocols</li> </ol>	<p>7 Dean of Academics and Associate Deans of Academics</p>	<ol style="list-style-type: none"> <li>3. Daily</li> <li>4. Daily</li> <li>5. End of Quarter - October, December, March, May</li> <li>6. Ongoing - cycles of 4-6 weeks</li> <li>7. Pre-service and weekly in-service meetings</li> </ol>	<ol style="list-style-type: none"> <li>2. Tyler SIS</li> <li>3. Tyler SIS</li> <li>4. Tyler SIS</li> <li>5. Tyler SIS</li> <li>6. Shared Google Docs</li> <li>7. PD logs</li> </ol>

**Benchmark Assessments (1.a.vii)**

<b>Benchmark Assessments (Math)</b>			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>Singapore</i>	<i>Online one on one with the teacher via zoom or proctored at school in small groups</i>	<i>Mid Year End of Year</i>
<i>1-3</i>	<i>Singapore Math fact fluency *1st Addition and Subtraction *2nd, 3rd - Addition, Subtraction, Multiplication, Division 2nd:Singapore 3rd: Singapore</i>	<i>1-2 Online one on one with the teacher via zoom or proctored at school in small groups 3rd-Online but at at home will take assessment or proctored at school in small groups</i>	<i>2nd: 1A First Week of School 2nd: 1B s before starting the new book 3rd: 2A First Week of School 3rd: 2B is before starting the new book  End of Year (summative)</i>
<i>4-6</i>	<i>4th: Singapore Math 3A Placement Test Singapore Math 3B Placement Test</i>	<i>4-6 Online but at-home assessment for pre-assessment. Teachers give the grade-level skills placement test from</i>	<i>4th-3A First Week of School 4th-3B is before starting the new book 5th- 4A First Week of School</i>

	<p>5th: Singapore 6th: Singapore 5th Grade Singapore A</p>	<p>the year prior to assess gaps going into the grade-level Singapore Book A.</p> <p>Mid year-Teachers give the Singapore Book B test of the grade-level prior to starting the next Singapore Grade-level book to assess gaps for the second half of the year</p> <p>Assessments maybe proctored at school in small group</p>	<p>5th 4B is before starting the new book 6th: 5A First Week of School</p>
7-8	Teacher Created Pre Assessment (compilation from multiple resources)	Online at-home or Or proctored at school in small groups	<p>Beginning of Year Mid Year End of Year</p>
9-12	NA	NA	NA

<b>Benchmark Assessments (ELA)</b>			
	<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	<p>1. Heggerty Phonemic Awareness Screener 2. Core Phonics Survey 3. Fountas and Pinnell BAS (Mid and EOY) 4. Fountas and Pinnell High Frequency Words - reading and spelling (Mid and EOY)</p>	Online one on one with the teacher via zoom or proctored at school in small groups	<p>August 3rd &amp; 4th at Peoria August 10-11 at Scottsdale Midyear (December) End of Year (May)</p>
1-3	<p>1. Heggerty Phonemic Awareness Screener (if needed) 2. Core Phonics Survey 3. Fountas and Pinnell BAS</p>	Online one on one with the teacher via zoom or proctored at school in small groups	<p>August 3rd &amp; 4th Midyear (December) End of Year (May)</p>

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	<p>4. <i>Fountas and Pinnell High Frequency Words - reading and spelling</i></p> <p>5. <i>Core Knowledge Decoding and Skills (BOY and EOY)</i></p> <p><i>Words In Isolation Test (CKLA)</i></p>		<p><i>8/3-8/4 (Peoria), 8/10-8/11 (NS)</i></p>
4-6	<p>4th-5th:</p> <ol style="list-style-type: none"> <li>1. <i>CKLA Reading Comprehension Assessment</i></li> <li>2. <i>CKLA Word Reading in Isolation</i></li> <li>3. <i>CKLA Morphology Assessment</i></li> <li>4. <i>Writing Assessment (4th-Opinion, 5th-Expository)</i></li> </ol> <p>6th-Common Lit Pre-assessment (Teacher made)</p> <p><i>Reading for Information Assessments (x2)</i></p> <p><i>Essay-writing sample-reading passage response</i></p>	<p><i>Online at home or proctored at school in small groups</i></p>	<p><i>First Two weeks of school/August</i></p>
7-8	<p><i>Common Lit Pre-assessment (Teacher made)</i></p> <p><i>Reading for Information Assessments (x2)</i></p> <p><i>Essay-writing sample-reading passage response</i></p>	<p><i>Online at home or proctored at school in small groups</i></p>	<p><i>First Two weeks of school/August</i></p>
9-12	N/A	N/A	N/A