

Distance Learning Plan Template for Charter Schools

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. Charter schools are required to submit a DLP to the Arizona State Board for Charter Schools (ASBCS) prior to implementing distance learning. Charter schools may begin operating their DLP upon submission of the plan to ASBCS.

Charters may make revisions to improve their DLP at any time, but must submit those changes to the ASBCS within 10 business days of any substantive revision. Charters should contact their assigned Education Program Manager at the ASBCS to revise their DLP.

Instructions

A charter holder that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ASBCS. Charter holders not utilizing the appropriate template will be required to revise and resubmit their plans. The template is a Word document that must be completed in its entirety and uploaded to a Google Drive, as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

In the sections found on pages 3-5, a charter holder will populate background information regarding charter holder and school information, including basic information about each charter holder's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the charter holder to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the charter holder has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

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| Action Step(s) | Person(s) Responsible | Frequency and/or Timing | Evidence of Implementation |
|---|---|---|--|
| <ol style="list-style-type: none"> 1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on <u>Edgenuity</u>, Core Knowledge, Singapore Math, and required state training 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model 4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request). | <ol style="list-style-type: none"> 1. Dean of Academics 2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches) 3. Dean of Academics and Virtual Instructors 4. Instructional Coaches | <ol style="list-style-type: none"> 1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed) | <ol style="list-style-type: none"> 1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs |

The example above is not intended to demonstrate that these are specific action steps a charter should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the charter holder to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

Charter Holder Information

| | | | |
|--|-------------------------------|--------------------------|-------|
| Charter Holder Name | CASA Academy | Charter Holder Entity ID | 91934 |
| Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan) | Tacey Clayton Cundy | | |
| Representative Telephone Number | (602) 842-2681 | | |
| Representative E-Mail Address | tacey.clayton@casaacademy.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 |
|--------------|-----------|-----------|
| CASA Academy | 92498 | 078218001 |
| | | |
| | | |
| | | |

Distance Learning Background Information

a. Number of Instructional Days (3.b)

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

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

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

| | |
|--|-----|
| How many instructional days will the charter school operate for School Year 2020-2021? | 180 |
| How many instructional days did the charter school operate for School Year 2019-2020? | 180 |

b. Distance Learning Option (3.b)

| | | | |
|--|--|---|----------|
| Estimated Enrollment for FY 2021 | 200 | Start Date for Distance Learning | 8/3/2020 |
| Estimated Number of Students Participating in Distance Learning for the Full Year | 10 | Estimated Number of Students Participating in Distance Learning for a Portion of the Year | 168 |
| Please choose the option that indicates your proposed duration/plan for distance learning: | <input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input checked="" type="checkbox"/> 5. Other (Please explain below) | | |
| | If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use: | | |

At the time of submission of this plan, CASA Academy plans to operate distance learning only until August 17th. However, depending on the health benchmark data that is to be provided on August 7th, per Executive Order 2020-51, CASA Academy may choose that it is not safe yet physically reopen on August 17th. In that case, distance learning will be continued until such a time that CASA Academy deems it safe for students to return based on health benchmark data.

| | |
|--|-----|
| 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) | Person(s) Responsible | Frequency and/or Timing | Evidence of Implementation |
|----------------|-----------------------|-------------------------|----------------------------|
|----------------|-----------------------|-------------------------|----------------------------|

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| | | | |
|---|--------------------------|---|---|
| 1. The school will track attendance during Zoom classes online. | 1. Teachers/Office Staff | 1. Daily. There is a set time each day that attendance will be collected. If students are late to a Zoom session, but still log into the session, they will be counted present for the day. | 1. Teachers/office staff will submit attendance data via the school's SIS (Synergy) on a daily basis. |
|---|--------------------------|---|---|

b. Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.

| Action Step(s) | Person(s) Responsible | Frequency and/or Timing | Evidence of Implementation |
|---|---|---|--|
| <p>1. Teachers will contact all families at least twice per month using the method that is best for the given family (i.e. text, phone call, Zoom meeting, Flyer Connect).</p> <p>2. CASA Academy has just purchased Flyer App, an app that is easily downloaded on parent's phones and will be used to communicate messages school-wide, class-wide, and individually to families as needed throughout the year.</p> | <p>1. Teachers</p> <p>2. Teachers and Marketing Manager</p> | <p>1. Twice per month</p> <p>2. On an as-needed basis, but no less than one communication per week. Likely, communication will be much more frequent than weekly but will vary based on school and family needs at a given point in time.</p> | <p>1. Teacher contact logs</p> <p>2. All communications will be tracked via Flyer App.</p> |

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 and staff working virtually may still be required to come in to school to work from their classrooms or may be given the option to work from home, depending on the school's needs. Teachers and staff are expected to be available for work during their regular contract hours.</p> | <p>1. Teachers and staff, Administrative team</p> | <p>1. All staff will report to work daily, Monday-Friday whether in person or virtually.</p> | <p>1. CASA Academy Teleworking Policy</p> |

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.*

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| Action Step(s) | Person(s) Responsible | Frequency and/or Timing | Evidence of Implementation |
|--|---|---|--|
| <p>1. CASA Academy has developed a set of COVID-19 related policies in conjunction with its legal counsel.</p> <p>2. CASA Academy's Staff Handbook outlines policies.</p> <p>3. CASA Academy will conduct continued professional development during online learning, including Morning Huddles, one-on-one weekly check-ins, and professional development sessions. These times all provide opportunities for communication from the administrative team. Additional meetings will be held via Zoom as needed throughout the year.</p> <p>4. CASA Academy conducted/is currently conducting a hybrid professional development model for all staff from July 13-July 31st. Professional Development is led by the administrative team.</p> | <p>1. CEO/legal counsel</p> <p>2. CEO</p> <p>3. Director of Curriculum & Instruction, Instructional Coach/Dean of Students</p> <p>4. Director of Curriculum & Instruction, Instructional Coach/Dean of Students, Director of Students & Operations, CEO</p> | <p>1. During summer PD</p> <p>2. During summer PD</p> <p>3. Ongoing, weekly and daily as applicable</p> <p>4. July 13-July 31</p> | <p>1. Policies, signed policy sheet</p> <p>2. Staff Handbook, signed acknowledgment sheet</p> <p>3. PD schedule, CASA Academy Master Calendar, teacher check-in logs</p> <p>4. PD schedule, PD session materials</p> |

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

| Action Step(s) | Person(s) Responsible | Frequency and/or Timing | Evidence of Implementation |
|---|---|---|--|
| <p>1. CASA Academy will conduct continued professional development during online learning, including Morning Huddles, one-on-one weekly check-ins, and professional development sessions. These times all provide opportunities for communication from the administrative team. Additional meetings will be held via Zoom as needed throughout the year.</p> <p>2. CASA Academy conducted/is currently conducting a hybrid professional development model for all staff from July 13-July 31st. Professional</p> | <p>1. Director of Curriculum & Instruction, Instructional Coach/Dean of Students</p> <p>2. Director of Curriculum & Instruction, Instructional Coach/Dean of Students, Director of Students & Operations, CEO</p> | <p>1. Ongoing, weekly and daily as applicable</p> <p>2. July 13-July 31</p> | <p>1. PD schedule, CASA Academy Master Calendar, teacher check-in logs</p> <p>2. PD schedule, PD session materials</p> |

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| | | | |
|--|--|--|--|
| Development is led by the administrative team. | | | |
|--|--|--|--|

List Specific Professional Development Topics That Will Be Covered

The list is extensive but will include behavior and culture, core values, speech and special education services, assessment trainings, academic trainings on core content, academic practice, classroom set-up expectations, Daily 5 training, and lesson plan practice via Zoom.

Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

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

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

- a. In the tables below, **list** the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

| Instructional Methods, Content Delivery, and Monitoring Student Learning (Math) | | | | |
|--|---|--------------------------------------|--|--|
| | <i>Educational Delivery Methodologies</i> | <i>Content Provider/Program Used</i> | <i>Formative Assessment Strategies and Frequency</i> | <i>Summative Assessment Strategies and Frequency</i> |
| | | | | |

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| | | | | |
|---------------------|-----------------------------|--|---|---|
| <i>Kindergarten</i> | Direct Instruction via Zoom | CASA Academy curriculum, based off of the Arizona State Standards and GoMath | Checks for understanding are to be conducted frequently throughout each lesson via Zoom; Strategies include thumbs up/down, fingers, whiteboards, problem completion via worksheets, etc. | Summative assessments will be administered via a website called Testmoz. Assessments will occur every 2-6 weeks, depending on unit. |
| 1-3 | Direct Instruction via Zoom | CASA Academy curriculum, based off of the Arizona State Standards and GoMath | Checks for understanding are to be conducted frequently throughout each lesson via Zoom; Strategies include thumbs up/down, fingers, whiteboards, problem completion via worksheets, etc. | Summative assessments will be administered via a website called Testmoz. Assessments will occur every 2-6 weeks, depending on unit. |
| 4-6 | N/A | N/A | N/A | N/A |
| 7-8 | N/A | N/A | N/A | N/A |
| 9-12 | N/A | N/A | N/A | N/A |

| Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA) | | | | |
|---|---|--|---|---|
| | <i>Educational Delivery Methodologies</i> | <i>Content Provider/Program Used</i> | <i>Formative Assessment Strategies and Frequency</i> | <i>Summative Assessment Strategies and Frequency</i> |
| <i>Kindergarten</i> | Direct Instruction via Zoom, Independent worktime using various applicable apps/programs such as ABC Mouse and EPIC | CASA Academy reading comprehension curriculum, based off of the Arizona State Standards, Being a Writer, Engage NY, ABC Bootcamp | Checks for understanding are to be conducted frequently throughout each lesson via Zoom; Strategies include thumbs up/down, fingers, whiteboards, problem completion via worksheets, etc. | Summative assessments will be administered via a website called Testmoz. Assessments will occur every 2-6 weeks, depending on unit. |
| 1-3 | Direct Instruction via Zoom, Independent worktime using | CASA Academy reading comprehension curriculum, | Checks for understanding are to be conducted frequently | Summative assessments will be administered via a |

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| | | | | |
|------|---|---|---|--|
| | various applicable apps/programs such as ABC Mouse and EPIC | based off of the Arizona State Standards, Being a Writer, Engage NY, ABC Bootcamp | throughout each lesson via Zoom; Strategies include thumbs up/down, fingers, whiteboards, problem completion via worksheets, etc. | website called Testmoz. Assessments will occur every 2-6 weeks, depending on unit. |
| 4-6 | N/A | N/A | N/A | N/A |
| 7-8 | N/A | N/A | N/A | N/A |
| 9-12 | N/A | N/A | N/A | N/A |

| Instructional Methods, Content Delivery, and Monitoring Student Learning (Science) | | | | |
|---|---|---|---|---|
| | <i>Educational Delivery Methodologies</i> | <i>Content Provider/Program Used</i> | <i>Formative Assessment Strategies and Frequency</i> | <i>Summative Assessment Strategies and Frequency</i> |
| <i>Kindergarten</i> | Direct Instruction via Zoom | CASA Academy science curriculum, based off of the Arizona State Standards | Checks for understanding are to be conducted frequently throughout each lesson via Zoom; Strategies include thumbs up/down, fingers, whiteboards, problem completion via worksheets, etc. | We will not be conducting summative assessments for science during online learning. |
| 1-3 | Direct Instruction via Zoom | CASA Academy science curriculum, based off of the Arizona State Standards | Checks for understanding are to be conducted frequently throughout each lesson via Zoom; Strategies include thumbs up/down, fingers, whiteboards, problem completion via worksheets, etc. | We will not be conducting summative assessments for science during online learning. |
| 4-6 | N/A | N/A | N/A | N/A |
| 7-8 | N/A | N/A | N/A | N/A |
| 9-12 | N/A | N/A | N/A | N/A |

| Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas) | | | | |
|---|---|---|---|--|
| | <i>Educational Delivery Methodologies</i> | <i>Content Provider/Program Used</i> | <i>Formative Assessment Strategies and Frequency</i> | <i>Summative Assessment Strategies and Frequency</i> |
| <i>Kindergarten</i> | Direct Instruction via Zoom | <u>The Morning Meeting Book</u> by Roxann Kriete, CASA's core values/social emotional framework | Teachers will informally assess how scholars are developing on a personal and social-emotional level during Morning Meetings and Community Circles based on teacher observations. | N/A |
| <i>1-3</i> | Direct Instruction via Zoom | <u>The Morning Meeting Book</u> by Roxann Kriete, CASA's core values/social emotional framework | Teachers will informally assess how scholars are developing on a personal and social-emotional level during Morning Meetings and Community Circles based on teacher observations. | N/A |
| <i>4-6</i> | N/A | N/A | N/A | N/A |
| <i>7-8</i> | N/A | N/A | N/A | N/A |
| <i>9-12</i> | N/A | N/A | N/A | N/A |

Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

CASA Academy will have a set instructional schedule for all online instruction that occurs for the 2020-21 school year. This schedule will include times for morning meetings, community closing time, reading comprehension, independent reading, calendar math/math review, math, phonics, writing, and science.

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.

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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 |
|---|--|---|---|
| 1. Special education service providers will schedule online lessons with students via Zoom and/or in person based on the needs as outlined in their IEPs. | 1. Special Education Director, Speech and Language Pathologist | 1. Frequency and timing will be based on the individual needs of students' IEPs | 1. Schedule provided by special education service providers |

Process for Implementing Action Step

CASA Academy's Special Education Director and SLP/SLPA will schedule times for small group lessons online and/or in person based on students' individual needs as outlined in their IEPs.

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 |
|---|---|------------------------------------|---|
| 1. Teachers will include strategies for support of ELs throughout their daily instruction. CASA's schedule allows ample time for reading, writing, listening, and speaking practice with support from teachers. 2. EL supplemental videos will be provided to EL scholars and scholars will be directed to watch them to practice skills on a weekly basis. 3. Supplementary learning apps targeted towards ELs will be provided and scholars will be asked to participate in using them on a weekly basis. | 1. Teachers, Director of Curriculum and Instruction, Instructional Coach/Dean of Students 2. Teachers 3. Teachers | 1. Daily 2. Weekly 3. Weekly | 1. Daily schedule. 2. EL videos. 3. Teacher communications with families. |

Process for Implementing Action Step

Teachers will include strategies for support of ELs throughout their daily instruction. CASA’s schedule allows ample time for reading, writing, listening, and speaking practice with support from teachers. EL supplemental videos will be provided to EL scholars and scholars will be directed to watch them to practice skills on a weekly basis. Additionally, supplementary learning apps targeted towards ELs will be provided and scholars will be asked to participate in using them on a weekly basis.

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 | | | | | |
| | Packet of Social and Emotional Topics | | | | | |
| | Online Social Emotional videos | | | | | |
| | Parent Training | | | | | |
| | Other: Classroom Morning Meetings and Community Circles | X | X | | | |

| | | Kinder | 1-3 | 4-5 | 6-8 | 9-12 |
|----------------------------|-----------------|--------|-----|-----|-----|------|
| Counseling Services | In-Person | | | | | |
| | Phone | | | | | |
| | Webcast | | | | | |
| | Email/IM | | | | | |
| | Other: Via Zoom | 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 |
|---|----------------------------|------------------------------------|--|
| 1. Direct Instruction via Zoom utilizing <u>The Morning Meeting Book</u> by Roxann Kriete, CASA’s core values/social emotional framework during Morning | 1. Teachers 2. Teachers | 1. Daily 2. Daily and/or weekly | 1. Daily schedule 2. Daily schedule |

| | | | |
|--|--|--|--|
| <p>Meetings and Community Circles each day. 2. CASA builds significant scholar social emotional support into its curriculum through work teachers conduct one-on-one with scholars as they build relationships. Teachers will also speak one-on-one with scholars via Zoom to support them emotionally.</p> | | | |
|--|--|--|--|

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>1. Assess all students on an ongoing basis using unit summative and benchmark assessments.</p> | <p>1. Teachers</p> | <p>1. Frequency varies based on the particular assessment. Unit assessments occur every 2-6 weeks typically, reading benchmarks occur 5 times per year, and math benchmarks occur 3 times per year.</p> | <p>1. Assessment schedule.</p> |

Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given.

| Benchmark Assessments (Math) | | | |
|------------------------------|--|--|---|
| | Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator) | Plan for Assessment (online, in person, at testing center, etc.) | Proposed date(s) of assessments |
| <p>Kindergarten</p> | <p>NWEA MAP</p> | <p>In person in small groups</p> | <p>We will begin administering benchmark assessments August 5th in small groups. Additional assessments will be given in accordance with CASA's assessment schedule.</p> |

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| | | | |
|------|----------|---------------------------|---|
| 1-3 | NWEA MAP | In person in small groups | We will begin administering benchmark assessments August 5 th in small groups. Additional assessments will be given in accordance with CASA's assessment schedule. |
| 4-6 | N/A | N/A | N/A |
| 7-8 | N/A | N/A | N/A |
| 9-12 | N/A | N/A | N/A |

| 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> | STEP, University of Chicago | In person individually | We will begin administering benchmark assessments August 5 th individually. Additional assessments will be given in accordance with CASA's assessment schedule. |
| 1-3 | STEP, University of Chicago | In person individually | We will begin administering benchmark assessments August 5 th individually. Additional assessments will be given in accordance with CASA's assessment schedule. |
| 4-6 | N/A | N/A | N/A |
| 7-8 | N/A | N/A | N/A |
| 9-12 | N/A | N/A | N/A |

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.