# Charter Holder Information

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| --- | --- | --- | --- |
| **Charter Holder Name** | **Science Technology Engineering and Math Arizona** | **Charter Holder Entity ID** | 108514000 |
| **Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)** | | Matthew Roll | |
| **Representative Telephone Number** | | 602-206-1856 | |
| **Representative E-Mail Address** | | mroll@davincitree.academy | |

# 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** |
| **Da Vinci Tree Academy** |  | **108514101** |
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# Distance Learning Background Information

1. *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* |

1. *Distance Learning Option (3.b)*

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| --- | --- | --- | --- |
| **Estimated Enrollment for FY 2021** | **185** | **Start Date for Distance Learning** | **August 17, 2020** |
| **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** | **50** |
| **Please choose the option that indicates your proposed duration/plan for distance learning:** | 1. We intend to operate distance learning for the full year for all students.  2. We intend to operate distance learning until \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for all students.  3. We intend to operate distance learning only until the Governor allows schools to fully reopen.  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.).  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 this moment (August 6th, 2020) it looks like we are allowed to have in-person students. We are recommending everyone voluntarily do online learning, but will still have some in-person. Lessons will be conducted in-person in the classroom. Students in the classroom and learning at home will all be logged into the same live stream. Teachers will be using an iPad as a whiteboard and their audio will be fed electronically to all students, in-person and at home. | | | |

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| **Is the charter requiring students to do distance learning?** | No |
| **If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?** | Yes |

*\*In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.*

# Attendance Tracking (1.a.i, 1.i)

1. *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 competed 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/***](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.*

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| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| Teacher or Teacher’s Assistant takes attendance in the morning. Attendance for students learning remotely or in-person shall be conducted in the traditional fashion, calling a students name and waiting for a response. The only change is that students may also respond via text in the streaming chat. | Teacher and Teacher Assistant | Twice daily, once in the morning between 8-9 AM and once after lunch. | Attendance records kept daily in student information system Infinite Campus |
| If a student is not present in-person or online and has not previously alerted us, the Teacher’s Assistant will call their home to find out how they are doing. | Teacher’s Assistant (EVERY class has a Teacher’s Assistant) | Twice daily after each attendance taking | Notes about calls added to attendance record in SIS. |
| Student work turned in on a daily basis. | Teacher | At most daily, at least weekly | The gradebook system reflects the performance of the student on their assignments. |
| Student work is completed on the schools’ contracted academic platforms such as MobyMax and Study Island. | Teacher | Daily | Dashboard records in the cloud-based systems track progress being made. |
| Administration will reach out to students if they miss three or more days consecutively via email, text, and telephone call. | Attendance Clerk | As needed | Notes added to SIS on attendance. Students missing ten consecutive days with no communication or response to our reaching out will be dropped from enrollment per Arizona Revised Statute. |

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

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| Attendance will be taken as detailed in the previous action step at least twice per day. | Teacher, Teacher Assistant, Attendance Clerk | Twice daily | Attendance records kept daily in Student Information System Infinite Campus. |
| Student work turned in on a daily basis. | Teacher | At most daily, at least weekly | The gradebook system reflects the performance of the student on their assignments. |
| Student work is completed on the schools’ contracted academic platforms such as MobyMax and Study Island. | Teacher | Daily | Dashboard records in the cloud-based systems track progress being made. |
| Live, synchronous lessons taught every day with students able to interact with each other, host discussions, and ask questions. | Teacher, Teacher Assistant | Daily | Every day students have a live video feed that they can/should log into. Metadata is generated by the streaming platform that shows the IP addresses involved in the video feed. |

# Teacher and Staff Expectations and Support (1.a.ii)

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

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| Lessons are taught daily in a synchronous format. Class maintained as we would more or less during a normal year, except with some students participating from home. | Teacher and Teacher Assistants | Daily | Every day students have a live video feed that they can/should log into. Metadata is generated by the streaming platform that shows the IP addresses involved in the video feed. |
| Gradebooks are maintained as they would be in a typical year. | Teacher | At most daily, at least weekly | The gradebook system reflects the performance of the student on their assignments. |
| All functions of the ESS/SPED Department of the school function within the ethical and legal framework of the IEPs of our students, whether Specially Designed Instruction and follow up is supported in-person or online. | SPED Director, SPED Paraprofessionals | Daily | Time and Effort Logs completed as well as student files updated |
| Office staff continue to function as normal. | Office Administrator, Front Desk Attendance Clerk | Daily | Daily operations of the school continue as normal including but not limited to bills being paid, documents being filed with regulatory agencies, etc. |

1. *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** |
| Powered Air Purifying Respirators purchased for all staff members working with students. | Principal | N/A | PAPR units being worn by staff to protect them from COVID-19. |
| Air treatment systems purchased for every room on campus. | Principal | N/A | Every classroom has five or more HEPA 0.3 micro / UV-C air treatment devices purifying the air. |
| Employees diagnosed with COVID-19 or who have family members with COVID-19 will be given flexible PTO to recover and to take care of family. Employee must offer supporting documentation. | Principal and Office Administrator for filing documentation and tracking time. Employee for bringing in documentation. | N/A | Personal days deducted for COVID-19 related health issues will not be deducted from employees PTO. A letter from a medical practitioner or some form of test result confirming the COVID-19 will be added to the employees personnel file. |
| A list of substitutes will be compiled to fill in for both teachers and TAs in the event of long-term absences due to COVID-19 related health issues. | Principal, Office Administrator | Continuous | List of potential substitute teachers maintained. |

1. *Describe how professional development will be provided to employees.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| In-service trainings will cover how to use the technology and tools that are required for distance learning. | Principal | Once before the year begins | Attendance Records Kept |
| Professional Learning Communities (small groups) will be formed to help teachers collaborate and share best practices. | Principal | Formed during teacher in-service, PLC’s meet briefly weekly and in an extended meeting once a month. | Attendance Records Kept |
| **List Specific Professional Development Topics That Will Be Covered** | | | |
| Mandatory Topics (bloodborne pathogens, Child Find), iPad basics, WebEx basics, Study Island basics, Moby Max basics, Infinite Campus basics, Picktime basics | | | |

# 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.*

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

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

1. *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.*

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| --- | --- | --- | --- | --- |
| **Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)** | | | | |
|  | *Educational Delivery Methodologies* | *Content Provider/Program Used* | *Formative Assessment Strategies and Frequency* | *Summative Assessment Strategies and Frequency* |
| *Kindergarten* | *Direct synchronous instruction, asynchronous review, interactive technology* | *Adapted Mind, MobyMax, Writing Wizard, Khan Academy, Study Island, Infinite Campus, Google Classroom, Renaissance* | *Bi-weekly and/or as deemed necessary.* | *Four times a year, once for a benchmark, end of first trimester, end of second trimester, and end of year.* |
| *1-3* | *Direct synchronous instruction, asynchronous review, interactive technology, collaborative exploration* | *MobyMax, Writing Wizard, Khan Academy, Study Island, Infinite Campus, Google Classroom, Renaissance* | *Bi-weekly and/or as deemed necessary.* | *Four times a year, once for a benchmark, end of first trimester, end of second trimester, and end of year.* |
| *4-6* | *Direct synchronous instruction, asynchronous review, interactive technology, written instruction, collaborative exploration* | *Khan Academy, Study Island, Infinite Campus, Google Classroom, Renaissance* | *Bi-weekly and/or as deemed necessary.* | *Four times a year, once for a benchmark, end of first trimester, end of second trimester, and end of year.* |
| *7-8* | *Direct synchronous instruction, asynchronous review, interactive technology, written instruction, collaborative exploration* | *Khan Academy, Study Island, Infinite Campus, Google Classroom, Renaissance* | *Bi-weekly and/or as deemed necessary.* | *Four times a year, once for a benchmark, end of first trimester, end of second trimester, and end of year.* |
| *9-12* | *N/A* |  |  |  |

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| --- | --- | --- | --- | --- |
| **Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)** | | | | |
|  | *Educational Delivery Methodologies* | *Content Provider/Program Used* | *Formative Assessment Strategies and Frequency* | *Summative Assessment Strategies and Frequency* |
| *Kindergarten* | *Direct synchronous instruction, asynchronous review, interactive technology* | *Adapted Mind, MobyMax, Writing Wizard, Khan Academy, Study Island, Infinite Campus, Google Classroom, Reading Eggs, Renaissance* | *Bi-weekly and/or as deemed necessary.* | *Four times a year, once for a benchmark, end of first trimester, end of second trimester, and end of year.* |
| *1-3* | *Direct synchronous instruction, asynchronous review, interactive technology, written instruction, collaborative exploration* | *Writing Wizard, MobyMax, Khan Academy, Study Island, Infinite Campus, Google Classroom, Reading Eggs, Renaissance* | *Bi-weekly and/or as deemed necessary.* | *Four times a year, once for a benchmark, end of first trimester, end of second trimester, and end of year.* |
| *4-6* | *Direct synchronous instruction, asynchronous review, interactive technology, written instruction, collaborative exploration* | *Khan Academy, Study Island, Infinite Campus, Google Classroom, Renaissance* | *Bi-weekly and/or as deemed necessary.* | *Four times a year, once for a benchmark, end of first trimester, end of second trimester, and end of year.* |
| *7-8* | *Direct synchronous instruction, asynchronous review, interactive technology, written instruction, collaborative exploration* | *Khan Academy, Study Island, Infinite Campus, Google Classroom, Renaissance* | *Bi-weekly and/or as deemed necessary.* | *Four times a year, once for a benchmark, end of first trimester, end of second trimester, and end of year.* |
| *9-12* | *N/A* |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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* | *Direct synchronous instruction, asynchronous review, interactive technology* | *Khan Academy, Study Island, Infinite Campus, Google Classroom, Renaissance* | *Bi-weekly and/or as deemed necessary.* | *Four times a year, once for a benchmark, end of first trimester, end of second trimester, and end of year.* |
| *1-3* | *Direct synchronous instruction, asynchronous review, interactive technology, written instruction, collaborative exploration* | *Khan Academy, Study Island, Infinite Campus, Google Classroom, Renaissance* | *Bi-weekly and/or as deemed necessary.* | *Four times a year, once for a benchmark, end of first trimester, end of second trimester, and end of year.* |
| *4-6* | *Direct synchronous instruction, asynchronous review, interactive technology, written instruction, collaborative exploration* | *Khan Academy, Study Island, Infinite Campus, Google Classroom, Renaissance* | *Bi-weekly and/or as deemed necessary.* | *Four times a year, once for a benchmark, end of first trimester, end of second trimester, and end of year.* |
| *7-8* | *Direct synchronous instruction, asynchronous review, interactive technology, written instruction, collaborative exploration* | *Khan Academy, Study Island, Infinite Campus, Google Classroom, Renaissance* | *Bi-weekly and/or as deemed necessary.* | *Four times a year, once for a benchmark, end of first trimester, end of second trimester, and end of year.* |
| *9-12* | *N/A* |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)** | | | | |
|  | *Educational Delivery Methodologies* | *Content Provider/Program Used* | *Formative Assessment Strategies and Frequency* | *Summative Assessment Strategies and Frequency* |
| *Kindergarten* | *Direct synchronous instruction, asynchronous review, interactive technology, written instruction, collaborative exploration, gaming* | *Writing Wizard, Khan Academy, Study Island, Infinite Campus, Google Classroom, Renaissance, Roblox* | *Bi-weekly and/or as deemed necessary.* | *Dictated by teacher* |
| *1-3* | *Direct synchronous instruction, asynchronous review, interactive technology, written instruction, collaborative exploration, gaming* | *Study Weekly, Khan Academy, Study Island, Infinite Campus, Google Classroom, Renaissance, Roblox* | *Bi-weekly and/or as deemed necessary.* | *Dictated by teacher* |
| *4-6* | *Direct synchronous instruction, asynchronous review, interactive technology, written instruction, collaborative exploration, gaming* | *Khan Academy, Study Island, Infinite Campus, Google Classroom, Renaissance, Roblox* | *Bi-weekly and/or as deemed necessary.* | *Dictated by teacher* |
| *7-8* | *Direct synchronous instruction, asynchronous review, interactive technology, written instruction, collaborative exploration, gaming* | *Khan Academy, Study Island, Infinite Campus, Google Classroom, Renaissance, Roblox* | *Bi-weekly and/or as deemed necessary.* | *Dictated by teacher* |
| *9-12* | *N/A* |  |  |  |

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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)** |
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# 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.***

1. *Describe how the charter school will ensure access and meet the needs of students with disabilities.*

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| --- | --- | --- | --- |
| **Action Step** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 45 Day Screeners completed | Teachers and Principal | Once in the beginning of the year, then upon entry of every new student. | 45 day screeners kept in student files. |
| **Process for Implementing Action Step** | | | |
| Despite being distanced, students will continue to be screened by teachers. Those screeners will continued to be used for Child Find purposes. | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Action Step** | **Person(s) Responsible** | | **Frequency and/or Timing** | | **Evidence of Implementation** | | | SPED Program Continues as Normal | SPED Director | | Daily | | Records kept of students receiving their daily services as detailed in their IEPs | | | **Process for Implementing Action Step** | | | | | | | | SPED Director will continue providing SDI to students with IEPs. Paraprofessionals will continue assisting students with disabilities and reinforcing the SDI. Many students will receive their SDI and reinforcement from the team virtually by utilizing a combination of online services that the school purchases for students, FaceTime, and WebEx. | | | | | | | | **Action Step** | | **Person(s) Responsible** | | **Frequency and/or Timing** | | **Evidence of Implementation** | | | Dyslexia Screener and MOWR benchmark data collected as usual. | | Testing Coordinator and Principal | | At the customary time at the beginning of the year and as needed throughout the year with late enrollees. | | Testing documentation sent to state and added to student files. Parents notified of results. | | | **Process for Implementing Action Step** | | | | | | | | |  | | | | | | | | | | | |

1. *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** |
| AZELLA to be administered as usual. | Testing coordinator and Principal | At the customary time at the beginning of the year and as needed throughout the year with late enrollees. | Testing documentation sent to state and added to student files. Parents notified of results. |
| **Process for Implementing Action Step** | | | |
|  | | | |

# 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 | N/A |
| Packet of Social and Emotional Topics | X | X | X | X | N/A |
| Online Social Emotional videos |  |  |  |  |  |
| Parent Training |  |  |  |  |  |
| Other: |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Kinder** | **1-3** | **4-5** | **6-8** | **9-12** |
| **Counseling Services** | In-Person | X | X | X | X | N/A |
| Phone | X | X | X | X | N/A |
| Webcast |  |  |  |  |  |
| Email/IM |  |  |  |  |  |
| Other: Video Conference/Chat or FaceTime | 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.*

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| --- | --- | --- | --- |
| **Action Step** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| Teacher’s will conduct typical socialization and normalization educational strategies to help students acclimate to class and all of the changes of being online and in-person. | Teachers | Daily | Teacher’s will notate these behavioral lessons in their lesson plans. |
| SPED Paraprofessionals will reach out to students via FaceTime and phone to do wellness checks | SPED Director (supervising), SPED Paraprofessionals | Once a grading session | Notes on the calls will be completed and turned into SPED Director, Principal, and the students’ teacher and TA. |
| Teachers will spend time to teach students properly tech etiquette so that they do not frustrate or insult each other. | Teachers and TAs | The first week of school and as necessary as time goes on. | Teacher’s will have a set of rules posted in their class and on their LMS (Google Classroom) that goes over acceptable behavior. |

# 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.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| Summative benchmarks will be administered throughout the year. | Testing Coordinator, Principal, and SPED Director | Four times per year. | Benchmark data will be collected, anonymized, and made available for the state. |
| Students will be graded (as they would be in a typical year) on effort and mastery in their various subjects by the teacher and TA. | Principal (supervisor), Teachers | Grade books updated weekly | Cloud based gradebook system maintained and always up-to-date within 7 days at the latest. |

# 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.*

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| **Benchmark Assessments (Math)** | | | |
|  | *Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)* | *Plan for Assessment (online, in person, at testing center, etc.)* | *Proposed date(s) of assessments* |
| *Kindergarten* | *MobyMax* | *Online* | *Week of: August 17, November 30, March 22, and June 14* |
| *1-3* | *MobyMax* | *Online* | *Week of: August 17, November 30, March 22, and June 14* |
| *4-6* | *Study Island* | *Online* | *Week of: August 17, November 30, March 22, and June 14* |
| *7-8* | *Study Island* | *Online* | *Week of: August 17, November 30, March 22, and June 14* |
| *9-12* |  |  |  |

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| |  |  |  |  | | --- | --- | --- | --- | | **Benchmark Assessments (ELA)** | | | | |  | *Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)* | *Plan for Assessment (online, in person, at testing center, etc.)* | *Proposed date(s) of assessments* | | *Kindergarten* | *Renaissance* | *Online* | *Week of: August 17, November 30, March 22, and June 14* | | *1-3* | *Renaissance* | *Online* | *Week of: August 17, November 30, March 22, and June 14* | | *4-6* | *Study Island* | *Online* | *Week of: August 17, November 30, March 22, and June 14* | | *7-8* | *Study Island* | *Online* | *Week of: August 17, November 30, March 22, and June 14* | | *9-12* |  |  |  |   **Optional: Describe how the school will administer benchmark assessments (use if the school wishes to provide information in addition to the table above)** |
| Renaissance must be done individually as we understand, but it can still be administered individually online. Study Island and MobyMax benchmarks will be conducted with students online simultaneously since they do not require a one-on-one adult presence. |

# Additional Information (Optional)

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| **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.** |
|  |