

Distance Learning Plan Template for School Districts

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. School districts are required to submit a DLP to the Arizona Department of Education (ADE) prior to implementing distance learning. School districts may begin operating their DLP upon submission of the plan to ADE. Charter schools are required to use the template provided by the Arizona State Board for Charter Schools (ASBCS) and must submit their DLP as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

School Districts may make revisions to improve their DLP at any time, but must submit those changes to the ADE within 10 business days of any substantive revision. School districts should contact the ADE at EmergencyDL@azed.gov to revise their DLP.

A school district that has been approved to operate an AOI but plans to operate distance learning for students enrolled in a brick and mortar school must submit a DLP prior to beginning operations. School districts are required to submit a DLP to be eligible for the Governor's Enrollment Stability Grant Program.

Instructions

A school district that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ADE. School districts not utilizing the appropriate template will be required to revise and resubmit their plans. Plans not submitted in the template must wait to begin DL instruction until the plan is submitted in the approved template. The template is a Word document that must be completed in its entirety and submitted via email to EmergencyDL@azed.gov, as specified in communications from ADE.

In the sections found on pages 3-5, a school district will populate background information regarding school district and school information, including basic information about each school district'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 school district 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 school district 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 Edgenuity, 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 school district 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 school district to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

School District Information

**School districts are only required to submit one DLP. If individual schools within a district are providing unique instructional programs, we encourage school districts to incorporate that information into one DLP, as opposed to completing additional templates. Please contact EmergencyDL@azed.gov with any questions.*

School District Name	Avondale Elementary School District	School District Entity ID	4272
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Kellie Duguid		
Representative Telephone Number	623-772-5181		
Representative E-Mail Address	kduguid@chooseaesd.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
Avondale Middle School	91985	070444112
Centerra Mirage STEM Academy	87619	070444111
Copper Trails	90028	070444110
Desert Star	79670	070444107
Desert Thunder	79792	070444108
Eliseo C. Felix	5348	070444103
Lattie Coor	5349	070444104
Michael Anderson	5347	070444102
Wildflower Accelerated Academy	78924	070444106

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each school district 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 ADE, if the school intended to switch to a different schedule for the 2020-2021 school year. If ADE 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.

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

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	5,800	Start Date for Distance Learning	08/03/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	1,215	Estimated Number of Students Participating in Distance Learning for a Portion of the year	2,300
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)		

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If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:

All Avondale Elementary School District students will attend the Flex Distance Learning model between August 3 - 14, 2020 or until the Executive Order 2020-43 is lifted. Students who then made the choice to attend in-person will begin their in-person classes on August 17, 2020 once the Executive Order is lifted. The In-person model will be offered full-time on each child's home school campus.

Families who have chosen the Flex Distance Learning, or the Digital Academy will begin in these models on August 3, 2020 and will continue in these models during the 2020-21 school year unless a parent decides to move the student back to the in-person model once the Executive Order is lifted. Additionally, students in the virtual instructional models will have opportunities to participate in home school athletics, clubs, and other co-curricular activities.

The Flex Distance Learning model allows students to continue learning virtually from home with the majority of their day spent in real-time synchronous learning with the teacher providing both synchronous and asynchronous instruction.

The Digital Academy model allows students to continue their learning virtually using both synchronous and asynchronous learning opportunities in a more flexible format throughout the day and week.

Virtual courses will align with the courses taught in our physical school buildings within the Avondale Elementary School District. The same curriculum programs that are used for in-person instruction will be used for online instruction. All of our adopted curriculum programs, outlined in this application, have a digital component and online access to support virtual lessons.

Utilizing instructional technologies is a strength of the Avondale Elementary School District. We are a 1:1 student to device districtwide Kindergarten through Eighth Grade. Our teachers and students use the digital platforms of our curriculum, along with other instructional software on a daily basis. Students are well-versed in using interactive tools such as Clever, Google G Suite for Education, Padlet, Zoom, Seesaw, etc.

Digital instruction will be provided by an appropriately certified teacher, for specific parts of various lessons or standard. Teachers will also provide individualized support to students who need assistance while in the classroom setting. Students will have some autonomy to individually complete course work. Online navigation provides students access to self-paced learning and allows them to complete and submit certain assignments on a flexible timeline.

Our assessment system, Galileo, will be able to be utilized by students through their Clever accounts. Clever is our single-sign on system where students access both assessments and other district wide resources.

Is the school district requiring students to do distance learning?	Only during the closure due the Executive Order 2020-43
If students are required to do distance learning, is the school district 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

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**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 school district 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:

- i. Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
- ii. Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- iii. Daily assignments completed and submitted by the student.
- iv. A parent attestation or documentation of time spent on educational activities.

The school district 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/>

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Students are scheduled for live on-line morning meeting with their assigned teacher where attendance will be taken	Teacher of Record	Daily at the start of the school day	Master Schedules Attendance Logs Synergy Attendance
Throughout the day tracking of student participation in virtual meetings and classroom sessions (ZOOM, Google Classroom, SeeSaw, etc) will be done	Teacher of Record	Daily	Attendance Logs Synergy Attendance
Throughout the day tracking of student participation in virtual meetings and classroom sessions (ZOOM, Google Classroom, SeeSaw, etc) will be done	Teacher of Record	Daily	Participation logs
Tracking of daily assignments	Teacher of Record	On-going, daily	Assignments in gradebook
Tracking of student absences will be reported to the site administrators for monitoring and follow-up with parents	Site secretaries, site administrators	Weekly	Synergy Attendance Follow-up phone logs and/or emails

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a. Describe the efforts the school district 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
Blackboard and social media are used to keep parents informed about all school and district information	Community Relations & Social Media Specialist	On-going, weekly and as needed	Blackboard broadcasts Social media posts
Frequent parent communication with their teachers via telephone, ZOOM, or other digital meeting software (such as email, ClassDojo, Remind101, etc).	Teacher of Record	On-going, weekly	Phone logs, email correspondence, other parent communication tools
Up to date grades available to parents through ParentVue	Teacher of Record	On-going, weekly	Grades in gradebook
School staff will be in regular contact with students via telephone, ZOOM, or other digital meeting software checking in when student has not reported for and/or missed scheduled instructional time	Site secretaries, teachers, counselors and social workers	On-going, as needed based on attendance	Phone logs, email correspondence, other parent communication tools

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
Teachers will:			
Plan for 4 ½ days of live virtual instruction per week <ul style="list-style-type: none"> Plan for small group, virtual instruction Plan for self-directed and independent learning opportunities connected to the in person virtual instruction 	Teacher of Record	On-going, weekly	Lesson plans, Google Classroom/SeeSaw presentations, assignments and materials, Virtual Walkthroughs
Design and deliver lessons to students aligned to the AZ State Content Standards, AESD pacing guides, and assessment calendars	Teacher of Record	On-going, daily	Lesson Plans
Prepare, organize and disseminate all lessons, materials, and activities to include all subjects areas being taught	Teacher of Record	On-going, daily	Lesson plans, Google Classroom/SeeSaw presentations, assignments and materials
Maintain attendance, feedback, assessments, and grading for all students	Teacher of Record	On-going, daily	Attendance logs, Gradebook, specific feedback to students (through email or other virtual tools)
Analyze student data and plan instruction to meet the needs of all students	Teacher of Record	On-going, weekly	Data analysis, lesson plans
Participate in Professional Learning Communities (DART, CT, Cluster), and other site meetings	Teacher of Record	On-going, weekly	Attendance logs, virtual walk-through evidence showing implementation of strategies
Administer all state and district assessments virtually	Teacher of Record	Per District Assessment Calendar	Assessment Data
Be observed and evaluated virtually on the TAP Rubric and the Virtual Companion Document	Site Administrators and evaluators	Per District Policy	Evaluation Data

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Paraprofessionals will:			
Virtually assess all K-3 students on DIBELS	Paraprofessional	Per District Assessment Calendar	Assessment Data
Plan and work collaboratively with the assigned teacher	Teacher and Paraprofessional	On-going, daily	Calendar, meeting notes, lesson plans
Attend professional development	Paraprofessional	On-going, weekly	Attendance logs, virtual walk-through evidence showing implementation of strategies
Virtually support students as assigned by the teacher in whole group lessons and break out rooms	Teacher and Paraprofessional	On-going, daily	Lesson plans, observations of virtual lessons
Follow the teachers plans and guidance	Teacher and Paraprofessional	On-going, daily	Calendar, meeting notes, lesson plans
Report any concerns to the teacher and/or administrator	Paraprofessional	On-going, as needed	Calendar, meeting notes, email

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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
Virtual induction program to support all teachers new to the district	Academic Services Department	Prior to the start of the school year, Monthly for all teachers new to teaching	Agenda, presentation materials, attendance logs
Provide all teachers access to Mentor and Master Teachers for coaching and continued instructional support	Site Leadership Team	On-going	Feedback logs, meeting notices, emails, etc.
Check in on each virtual teacher	Site Leadership Team	Weekly	Check in schedule, meeting notes
Monitor and provide feedback on virtual instruction	Site Leadership Team, District Academic Services Team	Weekly	Observation and walk-through data, feedback notes/emails
Teacher support plan for all teachers who score below 2.5 on the TAP Observation Rubric	Teacher, Site Leadership Team	On-going, as needed	Support plans
Digital staff school newsletter	Site Principals	Weekly	Digital newsletters
TeleDoc and Employee Assistance Program available to all staff	Human Resources Department	On-going, as needed	Distribution of the contact information for TeleDoc and EAP services
Virtual teachers are provided the opportunity to engage in AESD District Dialogue	Principal, Human Resources, Superintendent's Office	District Dialogue Calendar (usually monthly beginning August)	Email communication, meeting notes, attendance sheets
All employees have the opportunity to file grievances and/or appeals based on AESD Governing Board Policy	Human Resources Department	On-going, as needed	Governing Board Policy
Provide a staff handbook to all staff with site and district policies and procedures	Principal, Human Resources, Superintendent's Office	Annually in July-August	Staff handbooks, Staff agendas
All teachers attend the Safe Schools yearly training. (i.e., Mandatory Reporting, Child Find, Bloodborne Pathogens, Healthy Verify, Suicide Prevention, etc.)	Human Resources	Annually in July - October	Virtual attendance check in upon log-in to the videos

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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
Teachers will:			
Participate in the Arizona State University Best Practices in Online Learning professional development prior to the start of the school year	District Academic Services, Site Principals, Assistant Principals, Master Teachers, classroom and ESS teachers	One time, July 27,2020	Attendance logs, Exit surveys
Participate in on-going professional development to support the planning and delivery of effective online instruction, aligned with the Universal Design for Learning practices and High Impact Teaching Strategies.	All virtual teachers	On-going throughout the year	Attendance logs, walk-through data showing implementation of the Universal Design for Learning practices and High Impact Teaching Strategies
Implement virtual teaching strategies as as presented in the professional development	All virtual teachers	On-going throughout the year	Virtual walk-through feedback and data and lesson plans
Collaborate in grade level and content specific training to meet specific needs through our Growing Educators Achieving Results (GEARS) professional learning community (DART, Cluster, CT)	District Academic Services, Site Principals, Assistant Principals, Master Teachers, classroom and ESS teachers	On-going, Wednesday afternoon throughout the year	Attendance logs, walk-through data showing implementation of strategies

List Specific Professional Development Topics That Will Be Covered

Virtual Professional Development Topics	
Getting Started Virtually	Virtual Instructional Tools
Orientation: Teacher (Teaching for Synchronous & Asynchronous Learning)	G-Suite for Education 101 (K-8)
Orientation: Parent (What Parents Can Expect from their Virtual Teacher)	SeeSaw 101 (K-2)
Orientation: Administrator (How to Support the Virtual Teacher & Learner)	Zoom/PearDeck
Observations/Evaluations: Teacher (NIET TAP Evaluation Rubric & Crosswalk to Virtual)	KidRex (K-3)
Observations/Evaluations: Evaluator (How to Evaluate Virtually)	Kahoot/Padlet/NearPod
Internet Safety for Students and Staff	Newsela
Internet Safety 101	YouTube
Teacher Communication with Students, Parents and Administrators	MobyMax
Timely, Meaningful Feedback, Grading and Homework	Achieve3000
Planning for Virtual Instruction	Curriculum
Planning Virtual Field Trips	Discovery Tech Book
Aligning Virtual lessons to state standards and AESD pacing guides	McGraw-Hill Wonders and StudySync
Flipped Classroom	McGrawHill Social Studies
Project Based Learning	Foundations
Using Diagnostic Common Formative Assessment data to inform instruction	Eureka Math
TAP Planning for Virtual Learning	Differentiation
High Impact Teaching Strategies & Student Engagement	Supporting EL students
NIET Instructional Strategies for Virtual Learning	Supporting ESS students
Assessment	Supporting Gifted students
How to give and monitor online assessments in a secure browser (DIBELS, Galileo, Unit Assessments)	Tier 1, 2 & 3 Interventions
Using assessment data to drive virtual instruction	Virtual Tutoring

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X	X	
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data			
Other: Social Media & School Messenger	X		
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI HotSpot	X	X	X
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours	X	X	X
24/7 Support			
Other: Help Desk Ticket & United Way Support	X		

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	Synchronous and asynchronous instruction via Zoom and SeeSaw. Instructional materials, assignments and independent learning opportunities via SeeSaw	Core Resource: Eureka Math Supplemental Resources: Moby Max Brain Pop Study Island	Diagnostic Common Formative Assessments, every 7-10 days	End of Unit Assessments and Galileo Benchmark Assessments based on the AESD Pacing Guide
<i>1-3</i>	Synchronous and asynchronous instruction via Zoom and SeeSaw and/or Google Classroom. Instructional materials, assignments and independent learning opportunities via SeeSaw and/or Google Classroom	Core Resource: Eureka Math Supplemental Resources: Moby Max Brain Pop Study Island	Diagnostic Common Formative Assessments, every 7-10 days	End of Unit Assessments and Galileo Benchmark Assessments based on the AESD Pacing Guide AzM2 Assessment based on the ADE assessment calendar
<i>4-6</i>	Synchronous and asynchronous instruction via Zoom and Google Classroom. Instructional materials, assignments and independent learning opportunities via Google Classroom	Core Resource: Eureka Math Supplemental Resources: Moby Max Brain Pop Study Island	Diagnostic Common Formative Assessments, every 7-10 days	End of Unit Assessments and Galileo Benchmark Assessments based on the AESD Pacing Guide AzM2 Assessment based on the ADE assessment calendar
<i>7-8</i>	Synchronous and asynchronous instruction via Zoom and Google Classroom. Instructional materials, assignments and independent learning opportunities via Google Classroom	Core Resource: Eureka Math Supplemental Resources: Moby Max Brain Pop Study Island	Diagnostic Common Formative Assessments, every 7-10 days	End of Unit Assessments and Galileo Benchmark Assessments based on the AESD Pacing Guide AzM2 Assessment based on the ADE assessment calendar
<i>9-12</i>	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>	Synchronous and asynchronous instruction via Zoom and SeeSaw. Instructional materials, assignments and independent learning opportunities via SeeSaw	<p>Core Resource: McGraw Wonders Wilson Foundations Write From the Beginning Thinking Maps</p> <p>Supplemental Resources: Reading Eggs Moby Max Brain Pop Study Island Newsela KidRex</p>	<p>Diagnostic Common Formative Assessments, every 7-10 days</p> <p>DIBELS: Pre - (August 7-21,2020) Mid - (December 2-11, 2020)</p>	<p>End of Unit Assessments and Galileo Benchmark Assessments based on the AESD Pacing Guide</p> <p>AZELLA Assessments based on the ADE assessment calendar</p> <p>DIBELS: Mid - (December 2-11, 2020) Post - (May 3-7, 2020)</p>
<i>1-3</i>	Synchronous and asynchronous instruction via Zoom and SeeSaw and/or Google Classroom. Instructional materials, assignments and independent learning opportunities via SeeSaw and/or Google Classroom	<p>Core Resource: McGraw Wonders Wilson Foundations Write From the Beginning Thinking Maps</p> <p>Supplemental Resources: Reading Eggs Smarty Ants Achieve 3000 Moby Max Brain Pop Study Island Newsela KidRex</p>	<p>Diagnostic Common Formative Assessments, every 7-10 days</p> <p>DIBELS: Pre - (August 7-21,2020) Mid - (December 2-11, 2020)</p>	<p>End of Unit Assessments and Galileo Benchmark Assessments based on the AESD Pacing Guide</p> <p>AzM2 and AZELLA Assessments based on the ADE assessment calendar</p> <p>DIBELS: Mid - (December 2-11, 2020) Post - (May 3-7, 2020)</p>
<i>4-6</i>	Synchronous and asynchronous instruction via Zoom and Google Classroom. Instructional materials, assignments and independent learning opportunities via Google Classroom	<p>Core Resource: McGraw Wonders MCGraw StudySync Write From the Beginning Thinking Maps</p> <p>Supplemental Resources: Achieve 3000</p>	<p>Diagnostic Common Formative Assessments, every 7-10 days</p>	<p>End of Unit Assessments and Galileo Benchmark Assessments based on the AESD Pacing Guide</p> <p>AzM2 and AZELLA Assessments based on the ADE assessment calendar</p>

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		Moby Max Brain Pop Study Island Newsela KidRex		
7-8	Synchronous and asynchronous instruction via Zoom and Google Classroom. Instructional materials, assignments and independent learning opportunities via Google Classroom	<p>Core Resource: McGraw StudySync Write From the Beginning Thinking Maps</p> <p>Supplemental Resources: Achieve 3000 Moby Max Brain Pop Study Island Newsela KidRex</p>	Diagnostic Common Formative Assessments, every 7-10 days	End of Unit Assessments and Galileo Benchmark Assessments based on the AESD Pacing Guide AzM2 and AZELLA Assessments based on the ADE assessment calendar
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>	Synchronous and asynchronous instruction via Zoom and SeeSaw. Instructional materials, assignments and independent learning opportunities via SeeSaw	Core Resource: FOSS Kits Supplemental Resources: Moby Max Brain Pop Study Island Newsela KidRex	Diagnostic Common Formative Assessments, every 7-10 days	End of Unit Assessments and Galileo Benchmark Assessments based on the AESD Pacing Guide
<i>1-3</i>	Synchronous and asynchronous instruction via Zoom and SeeSaw and/or Google Classroom. Instructional materials, assignments and independent learning opportunities via SeeSaw and/or Google Classroom	Core Resource: FOSS Kits Supplemental Resources: Smarty Ants Achieve 3000 Moby Max Brain Pop Study Island Newsela KidRex	Diagnostic Common Formative Assessments, every 7-10 days	End of Unit Assessments and Galileo Benchmark Assessments based on the AESD Pacing Guide
<i>4-6</i>	Synchronous and asynchronous instruction via Zoom and Google Classroom. Instructional materials, assignments and independent learning opportunities via Google Classroom	Core Resource: Discovery TechBook Supplemental Resources: Achieve 3000 Moby Max Brain Pop Study Island Newsela KidRex	Diagnostic Common Formative Assessments, every 7-10 days	End of Unit Assessments and Galileo Benchmark Assessments based on the AESD Pacing Guide AzM2 Assessment based on the ADE assessment calendar
<i>7-8</i>	Synchronous and asynchronous instruction via Zoom and Google Classroom. Instructional materials, assignments and independent learning	Core Resource: Discovery TechBook Supplemental Resources: Achieve 3000	Diagnostic Common Formative Assessments, every 7-10 days	End of Unit Assessments and Galileo Benchmark Assessments based on the AESD Pacing Guide

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	opportunities via Google Classroom	Moby Max Brain Pop Study Island Newsela KidRex		AzM2 Assessment based on the ADE assessment calendar
9-12	N/A	N/A	N/A	N/A

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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>	Synchronous and asynchronous instruction via Zoom and SeeSaw. Instructional materials, assignments and independent learning opportunities via SeeSaw	<p>Core Resource: <u>Social Studies:</u> District created thematic units based on AZ State Content Standards and supported by high interest text selections</p> <p>Supplemental Resources: Moby Max Brain Pop Study Island Newsela KidRex</p>	Diagnostic Common Formative Assessments, every 7-10 days	End of Unit Assessments based on the AESD Pacing Guide
<i>1-3</i>	Synchronous and asynchronous instruction via Zoom and SeeSaw and/or Google Classroom. Instructional materials, assignments and independent learning opportunities via SeeSaw and/or Google Classroom	<p>Core Resource: <u>Social Studies:</u> District created thematic units based on AZ State Content Standards and supported by high interest text selections</p> <p>Supplemental Resources: Moby Max Brain Pop Study Island Newsela KidRex</p>	Diagnostic Common Formative Assessments, every 7-10 days	End of Unit Assessments based on the AESD Pacing Guide
<i>4-6</i>	Synchronous and asynchronous instruction via Zoom and Google Classroom. Instructional materials, assignments and independent learning opportunities via Google Classroom	<p>Core Resource: <u>Social Studies:</u> McGraw Networks, District created thematic units based on AZ State Content Standards and supported by high interest text selections</p> <p>Supplemental Resources: Moby Max Brain Pop Study Island</p>	Diagnostic Common Formative Assessments, every 7-10 days	End of Unit Assessments based on the AESD Pacing Guide

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		Newsela KidRex		
7-8	Synchronous and asynchronous instruction via Zoom and Google Classroom. Instructional materials, assignments and independent learning opportunities via Google Classroom	<p>Core Resource: Social Studies: McGraw Networks, District created thematic units based on AZ State Content Standards and supported by high interest text selections</p> <p>Supplemental Resources: Moby Max Brain Pop Study Island Newsela KidRex</p>	Diagnostic Common Formative Assessments, every 7-10 days	End of Unit Assessments based on the AESD Pacing Guide
9-12	N/A	N/A	N/A	N/A

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	<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>
9-12	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)

AEED teachers are trained to utilize a variety of instructional strategies and online tools, ensuring various learning styles are addressed. Additionally, the adopted curriculum programs all provide excellent resources to support teachers in meeting the various needs of students. Teachers are trained in how to utilize the district curriculum resources to meet the needs of all learners as well as how to maintain relationships in a virtual setting to support student engagement and success in the program.

AEED curriculum resources and online systems allow students to actively participate in learning by engaging the student in an interactive platform that includes audio support, highlighting, bookmarking, and note-taking tools. Teachers will support learners by ensuring they are provided with the support they need using leveled texts, visual models, anchor charts, online manipulatives, and/or graphic organizers. Students will have access to teacher models and group discussions within the Google classroom, Seesaw and Zoom. Digital resources also provide for virtual field trips, interactive games, text to speech, closed captioning, video transcripts, and adjusted Lexile leveled texts.

On the Seesaw platform, students can use the built-in creative tools to demonstrate learning with videos, photos, text, or drawings, as well as import files directly from Google apps and others. Seesaw makes it easy for teachers to assign differentiated activities to individual students, and teachers have the option to view whole-class or individual student work feeds.

Modifications to content will be made by the teacher as necessary and as determined by data including, but not limited to: DIBELS, AZELLA, Galileo, Unit Assessments, Diagnostic Formative Assessment Data (DCFA) and Exit tickets. Teachers are able to assign a leveled text based on the readiness of the student. Teachers will provide scaffolded and chunked lessons to support the complexity of tasks that students are asked to engage in. Based on the individual need of the student, the teacher will adjust tasks, assignments and supports. Learners requiring small group instruction or one-on-one support will receive that support.

Meeting the Needs of Students with Disabilities and English Learners.

a. Describe how the school district will ensure access and meet the needs of students with disabilities.

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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
ESS teachers will work collaboratively with site and district grade level teachers to ensure EL students are follow the districting pacing guides	ESS Teachers, Gen Ed Teachers	On-going, weekly	Lesson plans, deconstructed standards
ESS teachers will work virtually in small groups and 1:1 to ensure IEP goals and minutes are being met	ESS Teachers	On-going, Daily	Lesson plans, progress notes
Students will be provided with district devices that will allow for the following accessibility features: <ul style="list-style-type: none"> ● Voice Control ● Voice Over ● Hover Text ● Text to Speech ● Closed Captioning ● Mono Audio ● Accessibility Keyboard ● Dictation Commands ● Switch Control ● Word Completion ● Dictionary ● Color Filters ● Guided Access 	Technology Department	Annually, prior to start of school year On-going as new students enroll On-going support to devices, as needed	Device check out forms
Teachers will use resources that offer intervention support allowing for lesson scaffolds for diverse learners at different proficiency levels.	ESS Teachers, Gen Ed Teachers, ESS Department, Academic Services Department	On-going, daily	Lesson plans

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<p>Teachers will use instructional materials that can be used to pre-teach and/or reteach important skills and concepts for those students who need more instruction or adapted instruction.</p>	<p>ESS Teachers, Gen Ed Teachers, ESS Department, Academic Services Department</p>	<p>On-going, daily</p>	<p>Lesson plans</p>
<p>Provide students with exceptionalities on-site support from a school-based teacher with special education credentials.</p>	<p>IEP Team, ESS Teacher, Related Service Providers</p>	<p>On-going, as needed</p>	<p>Lesson plans</p>

Process for Implementing Action Step

In AESD we believe “all students are capable of success with no exceptions.” The online distance learning opportunities will ensure adherence to IDEA-2004. The district Exceptional Students Services (ESS) Department employs a Director and an ESS Master Teacher to support the ESS teachers in using instructional methodologies and materials to support ESS students diverse needs. Additionally, the ESS Department employs a Coordinator who trains and works with ESS teachers on IEP compliance.

The district’s core curriculum programs offer a comprehensive approach which provides teachers with instructional materials and guidance on how to adapt instruction to meet the needs of diverse learners. Our district resources offer intervention supports that allow for lesson scaffolds for diverse learners at different proficiency levels. Additionally, teachers will receive on-going professional development and support in utilizing effective teaching strategies that allow for differentiation and real-time adjustments. Our content delivery system will allow for teaching targeted lessons in small groups or in a one-on-one setting.

b. Describe how the school district will ensure access and meet the needs of English learners.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
EL teachers will work collaboratively with site and district grade level teachers to ensure instruction for all students at grade level and is aligned to the AZ State Content Standards, AESD pacing guides, and assessment calendars	EL Teachers, Gen Ed Teachers	On-going, weekly	Lesson plans
EL teachers will work virtually in small groups and 1:1 to ensure language acquisition needs are being met	EL Teachers	On-going, Daily	Lesson plans, IEP progress notes
Students will be provided with district devices that will allow for the following accessibility features: <ul style="list-style-type: none"> ● Voice Control ● Voice Over ● Hover Text ● Text to Speech ● Closed Captioning ● Mono Audio ● Accessibility Keyboard ● Dictation Commands ● Switch Control ● Word Completion ● Dictionary ● Color Filters 	Technology Department	Annually, prior to start of school year On-going as new students enroll On-going support to devices, as needed	Device check out forms
Teachers will use resources that offer intervention support allowing for lesson scaffolds for diverse learners at different proficiency levels.	EL Teachers, Gen Ed Teachers, Academic Services Department	On-going, daily	Lesson plans

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<p>Teachers will use instructional materials that can be used to pre-teach and/or reteach important skills and concepts for those students who need more instruction or adapted instruction.</p>	<p>EL Teachers, Gen Ed Teachers, Academic Services Department</p>	<p>On-going, daily</p>	<p>Lesson plans</p>
<p>Teachers will design virtual lessons that embed SEI strategies and promote language acquisition</p>	<p>EL Teachers,, Academic Services Department</p>	<p>On-going, as needed</p>	<p>Lesson plans</p>

Process for Implementing Action Step

In AESD we believe “all students are capable of success with no exceptions.” The online distance learning opportunities will ensure adherence to the Arizona Department of Education SEI models. The district Academic Services Department employs an EL Coordinator to support the EL teachers in using instructional methodologies and materials to support EL students' language needs. Additionally, the EL Coordinator is the one who trains and works with EL teachers on SEI methodologies.

The district’s core curriculum programs offer a comprehensive approach which provides teachers with instructional materials and guidance on how to adapt instruction to meet the needs of diverse learners. Our district resources offer intervention supports that allow for lesson scaffolds for diverse learners at different language proficiency levels. Additionally, teachers will receive on-going professional development and support in utilizing effective teaching strategies that allow for differentiation and real-time adjustments. Our content delivery system will allow for teaching targeted lessons in small groups or in a one-on-one setting.

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					N/A
	Online Social Emotional videos	X	X	X	X	N/A
	Parent Training	X	X	X	X	N/A
	Other: <i>Use of Second Step, PBIS, Leader In Me Curriculum (Site Dependent)</i>	X	X	X	X	N/A

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person <i>(at parent request and counselor availability)</i>	X	X	X	X	N/A
	Phone	X	X	X	X	N/A
	Webcast	X	X	X	X	N/A
	Email/IM	X	X	X	X	N/A
	Other: Community Health Professionals	X	X	X	X	N/A

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Provide a description of how the school district 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
Counselor will:			
Create virtual in-class social and emotional lessons	Counselor	2x/Weekly (minimum) during the virtual instructional day	Lesson Plans, master schedule
Collaborate with virtual teachers to support social and emotional needs of all students	Counselor and Teacher	Weekly	Lesson Plans, email, phone logs
Co-teach social and emotional virtual lessons	Counselor and Teacher	2x/Weekly (minimum) during the virtual instructional day	Lesson Plans
Individualized check-ins on specific students on caseloads	Counselor	2x/Weekly (minimum) during the virtual instructional day	Email, phone logs
Work with parents on student virtual attendance	Counselor and Teacher	Daily and/or Weekly (as needed)	Email, parent communication logs
Participate in virtual classroom lessons and utilize break out rooms to support student learning	Counselor and Teacher	2x/Weekly (minimum) during the virtual instructional day	Lesson Plans, student logs
Work with families to ensure students have necessary learning tools for virtual instruction	Counselor	Daily and/or Weekly (as needed)	Parent communication logs, email
Participate in district collaborative counselor virtual team meetings	Counselor and Director of ESS	Weekly Wednesday District Early Release Days	Meeting agendas
Refer students and families to community resources	Counselor	Daily and/or Weekly (as needed)	Parent communication logs
Implement small groups for counseling topics	Counselor	2x/Weekly (minimum) during the virtual instructional day	Student logs

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

Describe how the school district 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
The District will:			
Monitor DART teams creation of Diagnostic Common Formative Assessments (DCFA) to align to the AZ State Content Standards and Performance Level Descriptors	Academic Services Department	On-going, monthly	DCFAs, Unwrapped Standards Documents, DART agendas
Monitor Diagnostic Common Formative Assessment (DCFA) data by grade level and sub-groups	Academic Services Department	On-going, monthly	DCFA data
Monitor benchmark data by school, grade, class, and sub-groups	Academic Services Department, Site Administration Teams	Per district assessment calendar	Benchmark data
Continue to have Cycle of Success meetings with sites virtually to ensure implementation of instructional strategies support student learning	Academic Services Department, Site Administration Teams	On-going each site 1x/month	Virtual Walk-through data, COS meeting notes
The Teachers will:			
DCFAs will be given to monitor student mastery of standards	Classroom Teachers	Every 7-10 days	Quarterly plans, DCFA data
DCFAs will be analyzed and instruction adjusted based on the results	Classroom Teachers, Site Administration Teams	Immediately following each DCFA	DCFA analysis of data
Deconstruct standards, analyze student work, and adjust instructional plans based on DART team discussions of standards and student data	Classroom Teachers, Site Administration Teams	On-going, every 2 weeks	DCFAs, Unwrapped Standards Documents, DART agendas

Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (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. Career and Technical Education Districts should submit N/A.

Benchmark Assessments (Math)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	N/A	N/A	N/A
1-3	Galileo	Online	Galileo Math Benchmarks: Pre - (August 17-24, 2020) Mid - (December 7-11, 2020) Post - (May 6-11, 2021)
4-6	Galileo	Online	Galileo Math Benchmarks: Pre - (August 17-24, 2020) Mid - (November 2-6, 2020) Post - (February 8-12, 2021)
7-8	Galileo	Online	Galileo Math Benchmarks: Pre - (August 17-24, 2020) Mid - (November 2-6, 2020) Post - (February 8-12, 2021)
9-12	N/A	N/A	N/A

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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>
Kindergarten	DIBELS	Online	DIBELS: Pre (August 17-31, 2020) Mid - (December 2-11, 2020) Post - (May 3-7, 2021)
1-3	DIBELS Galileo	Online Online	DIBELS: Pre - (August 17-31,2020) Mid - (December 2-11, 2020) Post - (May 3-7, 2020) Galileo ELA Benchmarks: Pre - (August 17-24, 2020) Mid - (December 7-11, 2020) Post - (May 6-11, 2021)
4-6	Galileo	Online	Galileo ELA Benchmarks: Pre - (August 17-24, 2020) Mid - (November 2-6, 2020) Post - (February 8-12, 2021)
7-8	Galileo	Online	Galileo ELA Benchmarks: Pre - (August 17-24, 2020) Mid - (November 2-6, 2020) Post - (February 8-12, 2021)
9-12	N/A	N/A	N/A

Additional Information (Optional)

The school district 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.

Distance Learning Avondale Elementary School District Goals

The Avondale Elementary School District has established the following goals support student online learning:

Goal 1: Provide an additional resource and online learning setting to further meet the individualized needs of all learners.

Evaluation of Goal 1: The fidelity of the online learning program implementation will be monitored through effective professional learning, data collection and analysis, and observational feedback to both students and instructors.

Goal 2: Ensure all students have access to rigorous and relevant learning opportunities that align to the AZ State Standards.

Evaluation of Goal 2: The online course catalog is directly aligned to the Arizona State Standards and district adopted curriculum to ensure a rigorous, guaranteed, and viable curriculum.

Goal 3: Provide high-quality curricular programs that support the needs of the students in the Avondale Elementary School District to ensure we design, deliver, support, and monitor all student learning.

Evaluation of Goal 3: Self-monitoring and refinement of courses using research-based strategies and the Universal Design for Learning principles based on feedback and data from walkthrough, evaluations and student assessments.

Goal 4: Ensure we monitor student growth to close the achievement gaps for all students while focusing on their individual needs.

Evaluation of Goal 4: Analysis of summative assessment data will show adequate academic growth.

The AESD online courses will provide both synchronous and asynchronous methods of communication for students and teachers to interact, encounter, and communicate. The district has built-in tools and features to enhance communication. Each school will provide a daily schedule with live teacher led instruction for courses or subjects.

- Lessons can be accessed synchronous (live) with the teacher
- Lessons will be recorded for review or asynchronous viewing

Community Partnerships Distance Learning Support

The Avondale Elementary School District partners with many organizations to enhance our students' educational experiences. Some of these partnerships include:

- Read Better Be Better - a "bigs" and "littles" tutoring program for our 3rd and 8th grade students. The 8th grade students learn about leadership and work one-on-one with our 3rd grade students in the area of reading.
- Read On Avondale - provides our district with resources to community engagement activities and books to support our students' learning
- Arizona State University - partnership supports student learning through the iTeach program and Design Team

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- Estrella Mountain Community College - supports student learning through their student internship partnership program with our district
- Northern Arizona University - supports student learning through their student internship partnership program with our district
- Faith Based Partners - supports student learning and provides resources to our students
- School Connect - Connects faith based organizations, schools, and businesses
- Grand Canyon University - Mentors Chief Science Officers
- Musical Instrument Museum - provides field trips and STEM opportunities for students
- AZ Science Center - provides field trips and STEM opportunities for students
- City of Goodyear
- City of Avondale
- Goodyear Rotary
- Unite for Literacy
- United Way

Over the past several years AESD has evolved in building and acquiring strong partnerships to support student and community engagement. AESD believes these partnerships are a contributing factor in our students out pacing the state averages on the state assessment. By building these partnerships we are providing support to all students in AESD. Each of our schools continually look for additional ways to ensure parent and family engagement increases each school year. We believe partnerships and family engagement enhances school experiences for all AESD students. Since the AESD Digital Academy students will still be connected to a school site we will continue to ensure both students and parents feel connected to the school and district. Online students and families will be invited to participate in all school activities.

During the Covid-19 pandemic, we have worked with our partners to make shifts from in person support to online support. An example of this shift is with our Read Better Be Better partner. Read Better Be Better re-designed their in person tutoring program for our third grade students to be a virtual tutoring program with digital books and with leadership support from the eighth grade students. The pilot program took place at one of our schools during the last semester of the school year when all students were assigned to home. We have been very successful in collaboratively working with our partners to make the shifts necessary to support all AESD students.