Distance Learning Plan

Charter Holder Information

Charter Holder Name	Daisy Education Corporation dba Sonoran Science Academy East	Charter Holder Entity ID	89915
Representative authorized to submit the plan		Fatih Karatas	
Representative Telephone Number		480-940-5440 x 101	
Representative E-Mail Address		fkaratas@sonoranschools.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
Sonoran Science Academy East	89916	10-85-03-101

Distance Learning Background Information

   a.   *Number of Instructional Days (3.b)*

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

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

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

How many instructional days will the charter school operate for School Year 2020-2021?	**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	570	Start Date for Distance Learning	August 10, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	370	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	200
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:	

When it is appropriate for in-person instruction to resume, Sonoran Science Academy-East will operate three instructional models concurrently: a fully in-person, on campus model; a hybrid model (two days a week on campus/three days a week online); and a fully online model. Based on parent survey feedback, running all three models concurrently, until such time as it is deemed safe for all students to return to school and parents feel safe in sending their children back to school, ensures the greatest number of students will be able to actively engage in daily learning and supports parents making the decision that will best meet the needs of their family. Families will have the opportunity to elect an instructional model quarterly. Transitions between models will be seamless because standards pacing will be the same across all models.

Timeline:
- **August 10 - September 8, 2020:** All students learning remotely, in accordance with the Governor's Executive Order.
- **August 17 - September 18, 2020:** On-site Learning Support provided, in accordance with the Governor's Executive Order. Based on a weekly evaluation of the ADHS COVID School Benchmarks by County data, all other students learning remotely.
- **September 21 onward:** A weekly review of the ADHS COVID School Benchmarks by County data will determine which instructional models will be available to families. Whenever possible, the school will offer all three instructional models, providing families with personal choice and supporting the school's mitigation measures, to the greatest extent possible.

1. **In-Person Learning** – students come to school in a typical fashion with COVID-19 mitigation measures in place (including health screening; social distancing, mask requirement; hygiene reminders, and enhanced sanitizing protocols). In this model, elementary students will remain primarily with one cohort of students throughout the day. Age-appropriate activity and physical movement is incorporated.
- Grades K – 8
- 5 days per week on campus
- COVID-19 mitigation measures
- Sonoran Science Academy teachers and curriculum
- Traditional, in class experience
- Instruction in core content
- Social-emotional support
- Specials and electives
- Accommodations and support services provided
- 1 to 1 technology for all students (Chromebook)

2. **Hybrid Learning** – students come to school in-person two days a week with COVID-19 mitigation measures in place (including health screening; social distancing, mask requirement; hygiene reminders, and enhanced sanitizing protocols). Students learn and attend classes from home on the other days. Students are assigned a cohort for their two days on campus.

- Grades 3 – 8
- 2 days on campus; 3 days learning remotely online
- COVID-19 mitigation measures
- Sonoran Science Academy teachers and curriculum
- Live teacher-led synchronous instruction and asynchronous learning
- Instruction in core content
- Social-emotional support
- Specials and electives
- 1 to 1 technology for all students (Chromebook)
- Accommodations and support services provided

3. **Online Learning** – students learn online five days a week.

- Grades K – 8
- 5 days per week learning remotely online
- Sonoran Science Academy teachers and curriculum
- Live, teacher-led, synchronous instruction and asynchronous learning
- Instruction in core content
- Social-emotional support
- Specials and electives
- 1 to 1 technology for all students (Chromebook)
- Accommodations and support services provided

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?	

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.

Synchronous Learning and Attendance
Most classes are being taught synchronously and class attendance is recorded by the teacher in the School Information System, *Infinite Campus*.
Attendance in a synchronous class is defined as a student's presence in the class, whether virtually or in-person.

Asynchronous Learning and Attendance
Attendance for classes that are taught asynchronously is recorded by the teacher in the School Information System, *Infinite Campus.*
Attendance in an asynchronous class is determined by the student meeting one of these criteria:
- The student submitted assigned work timely
- The student participated in a meeting
If the student meets either of these criteria, the student is recorded as "present" for the asynchronous class.

Due to the very nature of asynchronous learning, attendance records for asynchronous courses is reviewed and confirmed daily.

For both synchronous and asynchronous attendance, parents who have extenuating circumstances (e.g. Internet outage at home) have the opportunity to notify the school and attest that their student spent a specified time on educational activities and attendance will be recorded accordingly. The student will also be given time to submit any work missed due to the extenuating circumstance. Attestations for extenuating circumstances should be submitted to, and reviewed by, the Dean of Students.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Attendance in Infinite Campus (IC) 2. Monitor Attendance/Absences Attendance Guidelines will include: A. (Synchronous Learning) Students are required to attend live Zoom sessions during the school day, following a published schedule (Asynchronous Learning) Students are marked "present" if either of the following criteria are met: • The student submitted assigned work timely • The student participated in a meeting	1. Classroom Teachers and Front Office 2. Deans of Students/Principals 3. Principal to communicate expectations for attendance with the families regularly.	1. Daily/Weekly 2. Daily/Weekly/ Quarterly 3. Monthly	1. Infinite Campus Attendance records 2. Reports through Infinite Campus 3. Daily Submissions / communications by students 4. Principal Newsletters

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
1. Teachers will communicate with students via Schoology, Zoom, email, or School-parent apps such as Class Dojo at least once a week 2. Administrators will communicate with at-risk students regularly 3. ESS teachers will communicate with ESS Students in addition to general education teacher 4. EL teachers will communicate with EL students in addition to general education teacher	1. Classroom Teachers 2. Dean of Academics and Dean of Students 3. ESS Dept. & ESS Teachers 4. ELD Specialists	1. Weekly 2. Monthly 3. Weekly 4. Weekly	1. Schoology records (IC) & email documentation, Communication log 2. Communication Log 3. Progress Notes (emails) 4. Communication Logs (Schoology or email)

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

1. SCHOOL ADMINISTRATORS AND LEADERSHIP
• Effectively communicate the plan for distance learning with all stakeholders including faculty/staff, parents and students.
• Support faculty/staff, parents and students during Distance Learning.
• Ensure effective implementation of Distance Learning plan and accountability to student learning.
• Conduct in-person walkthroughs and online check-ins for all teachers on a scheduled basis.
    ▪ Administrators will monitor lesson planning regularly. Teachers are required to use the SIOP lesson plan.
• Use online data to ensure student learning is facilitated through digital platforms.
    ▪ "At-risk" reports through Schoology, Infinite Campus, iReady, etc.
• Administrators will ensure teachers follow Child Find procedures.
• Administrators will ensure teachers implement and adhere to all IEPs, Section 504 Plans, and any additional personalized learning plans (PLPs).
 	
2. TEACHERS
• **General:**
    ▪ Communicate effectively and collaborate frequently with departmental and/or grade level colleagues.
    ▪ Commitment to and facilitation of high-quality instruction, universally designed for all learners.
    ▪ Follow Intervention Plans (RTI), and implement IEPs and/or Section 504 Plans with fidelity.
    ▪ Utilize the SIOP lesson planning template.
    ▪ Communicate weekly with each student/family while maintaining an accurate and up-to-date communication log.
    ▪ Implement the approved/adopted curriculum, consistent with pacing guides and common formative benchmark assessments, including corresponding item analysis for department data review, with fidelity.
    ▪ Seek guidance, assistance, and direction from the District Department Chair and/or Dean of Academics if necessary.
    ▪ Use the required resources and materials for the adopted curriculum, available via the link in Infinite Campus.
	1. Academic Team & Principal
	2. Teachers/Principal
		1. August 1, 2020 /Ongoing
		2. Ongoing
			• Lesson Plans
			• Staff Meeting agendas and in-service PPTs
			• Recorded attendance and assessments in Schoology
			• Student grades in Schoology
			• Professional development sign-ins
			• Virtual walkthroughs by the admins
			• Completed IEPs and PLPs, 504s
			• RTI documentations

- Attend and actively participate in Department and/or Grade Level meetings. - Communicate expectations to parents/families regularly to ensure the success of students. - Be responsive to parent/family inquiries by responding within 24 hours. - Follow up with parents and students who do not interact regularly within each week. Document in the communication log. **Feedback:** - Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in a classroom setting. - Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines (email, Schoology, document). - Active monitoring of email for questions and communications from students/families. **Offline student work:** - Avoid requiring printing. All tasks should be completed on a device or uploaded as a picture. - Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video. **Deadlines:** - Be mindful of attendance policies for synchronous learning and asynchronous learning when assigning deadlines. Err on the side of providing students more time than you would usually provide in class. - Keep tasks simple and directions clear to make sure students understand what they are required to do. - Post the assignments on the day you assign to students with a clear deadline for submission in Schoology. **Bandwidth:** - Consider the size of the files to be downloaded by students; students' WIFI access may have limited bandwidth. - If you embed videos, keep the size of the files small and avoid HD quality. **Files:** - Try to post only PDF or Google documents as they are universal and often easier to convert. - Avoid email submissions. Consider requiring all submissions to take place through Schoology.			

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
1. Email communications and virtual meetings to provide updates, information and obtain feedback for planning purposes. 2. Regular staff meetings 3. New Human Resource policies (e.g. teleworking policy) introduced and reviewed with staff, and accessible to staff. 4. Health and Safety policies, adopted by the Governing Board, introduced and reviewed with staff, and accessible to staff. 5. The district IT director and school IT coordinator provide ongoing support to classroom teachers. 6. The HR Director is available to address faculty questions and concerns 7. Weekly Professional development and/or collaboration/planning time is allocated. 8. 1 on 1 check in with staff to see how staff member is doing.	1. District Leadership Team 2. Principal and/or other administrators 3. HR Director 4. Principal 5. District IT director and school IT coordinator 6. District HR Director 7. School leadership team 8. School leadership team	1. Ongoing 2. Weekly 3. July 1 – August 10 4. July 5. Ongoing 6. Ongoing 7. Weekly 8. Monthly	1. Email or Zoom log & Google Calendar 2. Staff meeting agenda/minutes & Email or Zoom log 3. Employee Handbook & HR presentation. 4. Governing board meeting minutes and staff meeting minutes 5. Communication Log & IT Director work schedule 6. Communication Log & Google Calendar 7. Professional development calendar, sign-in logs, & agendas 8. Calendar log

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. District admin in-service in early July 2. District new teacher training in mid-July 3. School in-service training 4. Friday Half-Days 5. Districtwide Grade Level & Department Meetings 6. New Teacher Mentor Program 7. District Principals' meetings 8. District Deans of Academics meetings 9. District Deans of Students meetings 10. District Front office training	1. District Leadership 2. Chief Academic Officer, Principals, and District Academic Team 3. Principals and Deans 4. Principals and Deans 5. District Department & Grade Level Chairs, Principals, Deans, and Academic Team 6. Chief Academic Officer, Principals, and District Academic Team 7. Chief Executive Officer 8. Chief Academic Officer and district academic team 9. Safety and Security Director 10. Chief Operations Officer and Front Office Compliance Directors	1. July (3 days) 2. July (4 days) 3. July-August (10 days) 4. Weekly 5. Monthly 6. Ongoing 7. Monthly 8. Bi-monthly 9. Monthly 10. In July and January	Agendas, Minutes, Schedules, Communications log, and/or Attendance Sheets

List Specific Professional Development Topics That Will Be Covered

- Schoology (Learning Management System)
- Zoom (Video Conferencing)
- "Essential Standards"
- EL Education
- SIOP Lesson Planning (EL Learners)
- NWEA Measures of Academic Progress
- Synchronous & Asynchronous Instruction
- Universal Design for Learning (UDL)
- Social Emotional Learning
- Health & Safety Policies and Protocols
- Employee Handbook and HR policies
- Staff Expectations
- New Teacher Orientation (Mentor Program)
  - Teacher Evaluation
  - Curriculum Resources
  - Response to Intervention
  - EL Services, SIOP Lesson Planning, and EL Standards

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		
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data		X	
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	X
Document Cameras		X	
Multi-Directional Microphones		X	
Webcams (as needed)		X	
Supplemental Utility Support (Internet)	X		
Other: 1 to 1 Technology provided to **every** student	X		
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours		X	X
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.*

	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
Kindergarten	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS 4. Computer Aided Instruction (CAI) in iReady math	Curriculum Associates: Ready Classroom	1. Weekly assignments/quizzes 2. Anecdotal records 3. Completion of 45 minutes weekly in iReady math instruction/progress monitoring	1. Teacher created assessments/quizzes semi-monthly 2. iReady Diagnostic (3X annually: fall, winter, spring)
1-2-3	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS 4. Computer Aided Instruction (CAI) in iReady math	Curriculum Associates: Ready Classroom	1. Weekly assignments/quizzes 2. Anecdotal records 3. Completion of 45 minutes weekly in iReady math instruction/progress monitoring 4. Standards Mastery beginning in 3rd grade	1. Teacher created assessments/quizzes semi-monthly 2. iReady Diagnostic (3X annually: fall, winter, spring)
4-5	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS 4. Computer Aided Instruction (CAI) in iReady math	Curriculum Associates: Ready Classroom	1. Weekly assignments/quizzes 2. Anecdotal records 3. Completion of 45 minutes weekly in iReady math instruction/progress monitoring 4. Standards Mastery (monthly)	1. Teacher created assessments/quizzes semi-monthly 2. iReady Diagnostic (3X annually: fall, winter, spring)
6-7-8	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS 4. Computer Aided Instruction (CAI) in MATHia	Open Up Resources MATHia	1. Weekly assignments/quizzes 2. Completion of weekly minutes allotted for MATHia online instruction 3. Growth monitoring in MATHia for positive trajectory	1. Teacher created assessments/quizzes semi-monthly 2. Common assessments quarterly and/or end of semester. 3. NWEA MAP (3X annually: fall, winter, spring)

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	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS 4. Computer Aided Instruction (CAI) in iReady reading	Open Up Resources: EL Education Curriculum Associates: iReady Diagnostic & Instruction	1. Weekly assignments/quizzes 2. Anecdotal records 3. Completion of 45 minutes weekly in iReady math instruction/progress monitoring	1. Teacher created assessments/quizzes semi-monthly 2. iReady Diagnostic (3X annually: fall, winter, spring)
1-2-3	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS 4. Computer Aided Instruction (CAI) in iReady reading	Open Up Resources: EL Education Curriculum Associates: iReady Diagnostic & Instruction	1. Weekly assignments/quizzes 2. Anecdotal records 3. Completion of 45 minutes weekly in iReady math instruction/progress monitoring 4. Standards Mastery beginning in 3rd grade	1. Teacher created assessments/quizzes semi-monthly 2. iReady Diagnostic (3X annually: fall, winter, spring)
4-5	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS 4. Computer Aided Instruction (CAI) in iReady reading	Engage New York Curriculum Associates: iReady Diagnostic & Instruction	1. Weekly assignments/quizzes 2. Anecdotal records 3. Completion of 45 minutes weekly in iReady math instruction/progress monitoring 4. Standards Mastery (monthly)	1. Teacher created assessments/quizzes semi-monthly 2. iReady Diagnostic (3X annually: fall, winter, spring)
6-7-8	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS	Engage New York	1. Weekly assignments/quizzes 2. Quarterly common assessment (rubric)	1. Teacher created assessments/quizzes semi-monthly 2. Common assessments quarterly and/or end of semester. 3. NWEA MAP (3X annually: fall, winter, spring)

	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	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS	Accelerate Learning: STEMscopes	1. Weekly assignments/quizzes	1. Unit assessments
1-2-3	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS	Accelerate Learning: STEMscopes	1. Weekly assignments/quizzes	1. Unit assessments
4-5	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS	Accelerate Learning: STEMscopes	1. Weekly assignments/quizzes	1. Unit assessments
6-7-8	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS	Problem Based Inquiry Science (PBIS)	1. Weekly assignments/quizzes	1. Unit assessments 2. NWEA MAP (3X annually: fall, winter, spring)

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	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS	Code.org (Computer Science) McGraw-Hill IMPACT Social Studies Character Strong/PBIS	Weekly assignments/quizzes	Unit assessments
1-2-3	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS	Code.org (Computer Science) McGraw-Hill IMPACT Social Studies Character Strong/PBIS	Weekly assignments/quizzes	Unit assessments
4-5	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS	Code.org (Computer Science) McGraw-Hill IMPACT Social Studies Character Strong/PBIS	Weekly assignments/quizzes	Unit assessments
6-7-8	1. Direct Instruction provided synchronously via Zoom & in-person 2. Small group instruction 3. Schoology – asynchronous instruction through the LMS	Code.org (Computer Science) Amazon Future Engineer McGraw-Hill Social Studies Character Strong/PBIS	Weekly assignments/quizzes	Unit assessments

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

A common theme from teachers, students and parents has been the desire for the school to adopt a single learning management system (LMS) for parents to stay informed about their child(ren)'s classes and coursework and for teachers to receive ongoing training and support in one, comprehensive platform (historically, teachers have had flexibility in their choice of which platform to use).

Effective with the 20-21 school year, the Schoology Learning Management System (LMS) will be used, not only to facilitate distance learning, but to address the requests of parents and teachers. Schoology is an online learning platform that will be used to deliver instruction, take assessments, and to facilitate student participation in discussions, for students learning remotely. All assignments, activities and lectures will be posted, completed, and graded entirely on this learning platform. Notifications, announcements and extra credit will also be posted on the Schoology platform. Students will turn in homework and classwork via Schoology. This tool will be an integral part of how teachers design and implement their lesson plans, assignments and grades. They will use it to post updates to their classes and communicate with parents.

Schoology will be an integral component of our commitment to delivering a robust distance learning experience and will directly benefit the student online experience and teacher effectiveness in delivering instruction online.

Schoology will also simplify parent access to student information and increase the information parents can access. With one username and password, a parent is able to communicate with teachers, access course information, check attendance and grades, and review assigned schoolwork. The interface for parents is very user friendly, including a convenient mobile app that can be downloaded and used on mobile phones, tablets, and iPads!

Schoology facilitates online synchronous and asynchronous instruction and provides one stop access to learning for students. It also provides one stop access for parents to understand and support their student's learning experience. In essence, our adoption of Schoology is a powerful tool in eliminating barriers for online learners and their parents.

Meeting the Needs of Students with Disabilities and English learners (1.a.iv)

In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Implement IEPs 2. Monitor student progress on IEP goals	1. Director of ESS, Principals, Deans, Classroom Teachers and ESS Teachers	1. Daily/Weekly 2. Daily/Weekly 3. Weekly	1. Progress Notes 2. Progress Notes. Assessments, Class work

3. Ensure all related services are provided, based on students' IEPs 4. Co-Teaching and shared virtual classrooms 5. ESS Department Meetings	2. Classroom Teachers and ESS Teachers 3. Director of ESS and Related Service Providers 4. Classroom Teachers, ESS Teachers, and Building Administrators 5. Director of ESS	4. Daily/Weekly 5. Monthly	3. Progress Notes 4. Teacher Rosters & Classroom 5. Agendas, Minutes, & Attendance Sheets

Process for Implementing Action Step

The Director of Exceptional Student Services identified the essential elements to ensuring Sonoran Science Academy provides a free, appropriate, public education (FAPE) during an extended school closure. Those guidelines are included herein. It is expected that all ESS teachers maintain close contact with students and families by demonstrating flexibility and adaptability in meeting the needs of their students in compliance with the Individualized Education Plan (IEP). The list below provides considerations while supporting ESS students: 1. Understand your students' IEPs and 504 plans, and implement the accommodations, modifications, and goals related to the curriculum and instruction. Tailor assignments to support students in reaching their IEP goals. 2. Coordinate weekly with your students' ESS teacher while planning remote learning activities, ensuring students with IEPs and 504 plans can access the learning and have the required materials and technology to meet their goals. 3. Use formative assessment to monitor students' progress during remote learning. If it is evident that a student (with an IEP or 504 plan) is not making progress, communicate with the student (and/or family as appropriate) and work collaboratively with the ESS teacher to resolve the problem swiftly.

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. Implement standardized SIOP Lesson Plan template 2. Train cohorts in SIOP lesson planning 3. Quarterly audits of lesson plans 4. Full implementation of Holistic English Learner Plan (Spring 2020) 5. ELD Specialist Department Meetings	1. Director of ELA & EL, Principals, and Deans 2. Director of ELA & EL, Principals 3. Director of ELA & EL 4. Director of ELA & EL, Principals, and Deans, Classroom Teachers 5. Director of ELA & EL	1. Immediately 2. July/August 2020 3. Quarterly 4. Immediately & ongoing 5. Monthly	1. Attendance Sheets & Agendas 2. Attendance Sheets & Agendas 3. Audit report 4. AZELLA growth & proficiency 5. Agenda, Minutes, & Attendance Sheets

Process for Implementing Action Step

Sonoran Science Academy East is committed to providing ongoing and intensive support to students learning English. In accordance with the OELAS/ADE SEI Models and 2019 ELPS (English Language Proficiency Standards), evidence of compliance with the ELPS and SEI Targeted & Integrated Instruction will be shown through the standardized lesson plan template uploaded to Infinite Campus. As additional information becomes available, updates will be shared in a timely fashion. However, it is imperative to consider the following guidelines when planning Educational Learning Opportunities:

1. Understand the students' levels and academic language needs. Implement supports and opportunities to build academic vocabulary into the curriculum and instruction.
2. Coordinate weekly with the campus ELD Specialist while planning remote learning activities, ensuring all EL students can access the learning and fully supported with authentically integrated English language development (ELD) opportunities.
3. Use formative assessment to monitor students' progress during remote learning. If it is evident that an English Language (EL) learner is not making progress, communicate with the student (and/or family as appropriate) and work with the ELD Specialist to resolve the problem swiftly.

Sheltered Instruction Observation Protocols (SIOP):
Sheltered Instruction is a teaching style founded on the concept of providing meaningful instruction in the content areas for transitioning Limited English Proficient (LEP) students towards higher academic achievement while they reach English fluency.

This method is often used in mainstream classrooms where the students have a foundation of English education. A variety of instruction is used including the theories of Vygotsky's "Zone of Proximal Development". Instead of providing a diluted curriculum for LEP students, sheltered instruction allows for the content to be equal to that of native English speakers while improving their grasp of the language. The teacher provides varied methods of instruction that allow students to create meaning of multifaceted content in classroom discussion, activities, reading and writing. Teachers call on a number of different instruction methods such as the use of socialization practices to allow the content to be more accessible.

Since the basis of sheltered instruction is to provide a framework for language and content development, teachers will use the SIOP lesson plan format. For example, beginning each lesson with an introductory activity that assesses the students' knowledge in a non-threatening and non-graded format will allow the teacher to evaluate the students' skill set. It is vitally important the teacher designs his/her lessons to clearly define language and content as well as make the activity meaningful through the linkage to past knowledge and present and supplemental materials. Some examples of lessons include hands-on and cooperative learning activities, vocabulary, and the use of visual clues. Teachers also place an emphasis on developing the students' habits of organization and study skills.

Teachers may use sheltered instruction within a variety of program models (immersion, pull out, team-teaching). Teachers may use sheltered instruction in a mainstream class to support English language learners, or a class may be specially designed, such as "Sheltered"

"Many ELs are also refugees", thus sheltered instruction can be one of the useful strategies for their instruction. The teacher should "speak more clearly and slowly", use more graphics and similar "multimodal" instructional tools, and speak using shorter sentences and clauses. Such classes may include only English language learners, or "linguistically diverse" language learners and English-fluent peers.

Sheltered Instruction strategies typically include:

- **Increase wait time, be patient.** Give your students time to think and process the information before providing answers. A student may know the answers but need more processing time in order to say it in English.
- **Respond to the student's message, don't correct errors (Expansion).** If a student has the correct answer and it is understandable, don't correct his or her grammar. The exact word and correct grammatical response will develop with time. Instead, repeat his or her answer, putting it into Standard English, use positive reinforcement techniques.
- **Simplify teacher language.** Speak directly to the student, emphasizing important nouns and verbs, using as few extra words as possible. Repetition and speaking louder doesn't help; rephrasing, and body language does.
- **Don't force oral production.** Instead, give the student an opportunity to demonstrate his or her comprehension and knowledge through body actions, drawing pictures, manipulating objects, or pointing. Speech will emerge.
- **Demonstrate, use visuals and manipulatives.** Whenever possible, accompany the message with gestures, pictures, and objects that help get the meaning across. Use a variety of different pictures or objects for the same idea. Give an immediate context for new words. Understanding input is the key to language acquisition.
- **Make lessons sensory activities.** Give students a chance to touch, listen, smell and taste when possible. Talk about the words that describe these senses as students physically experience lessons. Write new words as well as say them.
- **Pair or group students with native speakers.** Much of a student's language acquisition comes from interacting with peers. Give students tasks to complete that require interaction of each member of the group, but arrange it so that the student has linguistically easier tasks. Utilize cooperative learning techniques in a student-centered classroom.
- **Adapt the materials to the student's language level, maintain content integrity.** Don't "water down" the content. Rather, make the concepts more accessible and comprehensible by adding pictures, charts, maps, time-lines, and diagrams, in addition to simplifying the language.
- **Increase your knowledge.** Learn as much as possible about the language and culture of the students. Go to movies, read books, look at pictures of the countries. Keep the similarities and differences in mind and then check knowledge by asking students whether they agree with the impressions. Learn as much of the student's language as possible; even a few words help.
- **Build on the student's prior knowledge.** Find out as much as possible about how the ideas and concepts being taught build upon the student's previous knowledge or previous way of being taught. Encourage the students to point out differences and connect similarities.
- **Support the student's home language and culture; bring it into the classroom.** An important goal should be to encourage the students to keep their home languages as they also acquire English. Let students help bring about a multicultural perspective to the subjects being taught. Encourage students to bring in pictures, poems, dances, proverbs, or games. Encourage students to bring these items in as part of the subject, not just as a separate activity. Do whatever possible to help fluent English-speaking students see all students as knowledgeable persons from a respected culture.

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
Social Emotional Learning	Teacher Check-in	X	X	X	X
	Packet of Social and Emotional Topics (Cluster)	X	X	X	X
	Online Social Emotional videos	X	X	X	X
	Parent Training	X	X	X	X
	Other:				

		Kinder	1-3	4-5	6-8
Counseling Services	In-Person	X	X	X	X
	Phone	X	X	X	X
	Webcast	X	X	X	X
	Email/IM				
	Other:				

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Teachers will take the self-assessment for their own learning of SEL 2. Regular checks with teachers to identify any families or students in need of support 3. Teachers will be able to take SEL courses and trauma informed practices online 4. K-2 Teachers will have embedded SEL activities in their new EL Education curriculum 5. The school will implement Character.org traits with embedded SEL awareness activities in the curriculum and school-wide PBIS positive reinforcement 6. The school will work with AZ Complete Health to provide counseling services 7. The school will implement student SEL surveys 8. The school will implement a new SEL curriculum through Character Strong.	1. Principal and Dean of Students 2. Principal and Dean of Students 3. Principal 4. K-2 Teachers 5. Principal and Dean of Students 6. Dean of Students 7. Principal and Dean of Students 8. Dean of Students	1. August 2. Daily/weekly 3. Ongoing 4. Ongoing 5. Ongoing 6. Ongoing 7. Quarterly 8. Ongoing	1. Self-assessment tool 2. Communication log 3. Continuing education units 4. Lesson Plans 5. Lesson plans /RTI positive reward tickets 6. Counseling Log 7. Survey results 8. CharacterStrong Curriculum

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
1. Run At-Risk / Failure Report regularly 2. Conduct Response to Intervention meetings regularly 3. Administer Diagnostic Assessments (iReady and NWEA MAP) 4. Summative classroom assessments 5. Utilize the Content Mastery model in Schoology	1. Principal, Dean of Academics & Academic Team 2. Principal, RTI Coordinator & Dean of Academics & Academic Team 3. Academic Team, Principal, Dean of Academics, Department Chairs & Grade Level Teams 4. Classroom Teachers 5. Classroom Teachers and Dean of Academics	1. Bi-monthly 2. Monthly 3. Fall, Winter, and Spring 4. Monthly 5. Quarterly	1. At-Risk report in IC – Failure Report 2. RTI Binder & referrals for testing 3. Testing Calendar and Student Score Reports (iReady & NWEA MAP) 4. Gradebook 5. Schoology report

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*
Kindergarten	iReady Diagnostic	In person and online	I: August 24 – September 9, 2020 II: November 30 – December 11, 2020 III: May 3 – 14, 2021
1-2-3	iReady Diagnostic	In person and online	I: August 24 – September 9, 2020 II: November 30 – December 11, 2020 III: May 3 – 14, 2021
4-5	iReady Diagnostic	In person and online	I: August 24 – September 9, 2020 II: November 30 – December 11, 2020 III: May 3 – 14, 2021
6-7-8	NWEA MAP	In person and online	I: August 24 – September 9, 2020 II: November 30 – December 11, 2020 III: May 3 – 14, 2021

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	iReady Diagnostic	In person and online	I: August 24 – September 9, 2020 II: November 30 – December 11, 2020 III: May 3 – 14, 2021
1-3	iReady Diagnostic	In person and online	I: August 24 – September 9, 2020 II: November 30 – December 11, 2020 III: May 3 – 14, 2021
4-6	iReady Diagnostic	In person and online	I: August 24 – September 9, 2020 II: November 30 – December 11, 2020 III: May 3 – 14, 2021
7-8	NWEA MAP	In person and online	I: August 24 – September 9, 2020 II: November 30 – December 11, 2020 III: May 3 – 14, 2021

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

In advance of scheduled benchmark testing days, parents/guardians for online and hybrid students will be informed of the test schedule set by the school. The purpose of this is to encourage an appropriate testing environment in the home to yield valid results. Parents will be advised what constitutes an ideal testing environment at home, including:
- A quiet room, free of distractions
- No use of phones or other electronic devices
- No interruptions/interactions from other persons in the house
- Use of school assigned Chromebook for school monitoring purposes
- Chromebook cameras left on during the testing session (if possible with NWEA)

Tests will be administered in a synchronous format. The teacher assigned will be able to monitor test progress through the approved benchmarking assessment platform. Teachers will monitor Chromebook activity to ensure appropriate online communications and usage. Teachers will communicate via chat with students who appear to be stuck or not progressing. Online/Hybrid students who are absent on the testing days will, at the school's discretion, be assigned a different proctor/monitor to conduct make-up sessions, according to school staff availability.

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.

The mission of Sonoran Science Academy East is to foster critical thinking, engaging all students in a rigorous, STEM-focused, college-prep curriculum, delivered by a dedicated educational community that celebrates diversity, where students aspire to be tomorrow's leaders.

The unprecedented circumstances in which teachers, schools, students, and parents currently find themselves in has not changed our mission or our fidelity to its tenets. In fact, the impact of the COVID-19 pandemic on student learning has only increased our commitment to serving our diverse student population and their families.

We believe the decisions we have made, the actions we have taken, and the detailed plans and processes we have in place for the 20-21 school year ensure all our students, including students who are participating via Distance Learning, will receive the same, high quality education. Our Distance Learning Plan is fully aligned to our core values and high expectations. It empowers online students to be engaged and to collaborate in solving authentic problems. It supports students in taking intellectual risks and to persevere through challenges. It provides opportunities for modeling, differentiated instruction, reflection and revision, and fosters intrinsic motivation.

The decision to have most of our classes be taught synchronously was also a conscious decision to support students emotionally by providing structure and by providing daily, scheduled opportunities for students to interact directly with their teacher(s) and to benefit from the camaraderie of classmates. Student social-emotional well-being supports academic progress and a regular schedule provides a modicum of normalcy to students for whom their world is currently not normal.

The success of our Distance Learning program is a partnership and is dependent on careful planning, implementation, and management by our dedicated faculty; appropriate student motivation and engagement, and strong parent support. We are confident that through planned clear, transparent, and continual communications with all stakeholders, this partnership will achieve success.

Yet, the Distance Learning program is just one of three, quality instructional models we will run concurrently to appropriately meet the needs of our families, starting September 8th. We understand that, when allowed, returning to on-campus learning will be a deeply personal decision for families and some families will not feel comfortable allowing their child to come to school. We also understand that there may be times in the year ahead when on-campus learning may need to be suspended and all students have to return to online learning. By offering and operating thee instructional models concurrently, we believe we provide needed flexibility to our families, allowing parents to make confident choices. We also believe that by operating instructional models concurrently, all students and staff will be able to pivot seamlessly to fully online instruction, as needed, and students who change models (which will be allowed quarterly) will, likewise, be able to transition to the new model with the least amount of disruption to the learning continuum.

Sonoran Science Academy East is proud to serve a diverse community of learners and their families and our commitment to provide a quality education to all students, however they are learning, remains constant and unwavering.