

# Distance Learning Plan Template for Charter Schools

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

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

## Instructions

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

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

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

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

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

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

### Charter Holder Information

Charter Holder Name	Acorn Montessori Charter School	Charter Holder Entity ID	79437
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Amber Herres	
Representative Telephone Number		928-772-5778	
Representative E-Mail Address			

### 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
Acorn Montessori Charter School	79438	138760101
Acorn Montessori Charter School West	88180	138760102

### Distance Learning Background Information

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

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

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

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

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

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

Estimated Enrollment for FY 2021	530	Start Date for Distance Learning	8/3/20
Estimated Number of Students Participating in Distance Learning for the Full Year	20	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	530
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 checked="" type="checkbox"/> 2. We intend to operate distance learning until 8/17/20_____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input checked="" type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input type="checkbox"/> 5. Other (Please explain below)		
	If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:  Acorn will reopen to in person learning using a phased approach. We will provide distance learning only during the time period mandated by Governor Ducey (currently until 8/17/20) Once in person learning is allowed in Arizona again, we will begin our phase one which consists of a hybrid schedule. The hybrid schedule consists of an A day b day attendance where students attend in person either Monday and Tuesday of Thursday and Friday. Wednesday will be a digital day for all students. When students are not on campus, they will be engaged in distance learning virtually.		

<p>During phase two of reopening, all Acorn students will be on campus on Monday, Tuesday, Thursday, Friday. Wednesday will be reserved for distance learning and deep cleaning.</p> <p>During phase three, all students will be on campus for the typical 5-day week.</p> <p>At every phase, families will be given a choice to attend on campus or to distance learn.</p>

Is the charter requiring students to do distance learning?	Yes
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

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

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

a. Describe how the charter school will track attendance for students attending remotely, whether full time or intermittently.

The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:

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

**The charter holder is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: <https://www.azed.gov/finance/school-finance-guidance-for-covid-19/>**

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> <li>Teachers will take daily attendance during daily live lessons</li> <li>If students are unable to attend a live lesson, attendance will be determined based on daily assignments submitted and a parent attestation form</li> </ol>	<ol style="list-style-type: none"> <li>Teachers</li> <li>Students/parents</li> </ol>	Daily in k-6 Four times daily in 7-8	Teachers attendance sheets, attestation forms, completed assignments

*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
Daily scheduled live lessons, 3x a week phone calls for those not participating, chrome books for each student, and hot spots available if needed	teachers, administration, paraprofessionals, office staff	Daily lessons, 3x a week phone calls	Communication log, attendance

## 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 are expected to <ul style="list-style-type: none"> <li>Hold virtual class meetings via Zoo daily for 3-4 hours depending on grade</li> <li>Lessons will follow curriculum and standards, and be interactive and engaging</li> <li>Teachers will give project based learning projects to students to complete during non-live lesson times</li> </ul>	Administration, teachers	Daily	Recorded live lessons, student work, parent and student feedback.

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<ul style="list-style-type: none"> <li>• Teacher will hold daily office hours and be present to answer questions throughout the regularly scheduled school day</li> </ul> <p>Paraprofessionals will</p> <ul style="list-style-type: none"> <li>• Work with teachers during live lessons, provide small group breakouts</li> <li>• Take attendance</li> <li>• grade</li> </ul>			
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- b. Describe commitments on delivery of employee support services including but not limited to:
- Human resource policies and support for employees; and
  - Regular communication from the administration.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Human resource staff are on campus during regularly scheduled hours and are always reachable between 7:30-4:00 every weekday</p> <p>Administration is always reachable via phone or in person. Administration will reach out to all staff several times a week via phone or zoom, or in person.</p> <p>Administration will drop in on live lessons</p>	Administration, Human Resources	3x per week	Call logs, recorded live lessons, time sheet, email/text

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Professional developments are already scheduled and are to be completed virtually this year for at least the first quarter. All staff must complete the required professional developments.</p>	Administration, staff	First quarter	Completion certificated from retaining, recorded trainings

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

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How to make online learning engaging, How to develop community during distance learning, How to use online curriculum and gradebook, Teacher Evaluations, Classroom setup, Galileo, Google Classroom, First Aid/CPR, Child Abuse training, Special Education Training



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

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct live instruction via</i>	<i>Use of Mcgraw Hill treasures</i>	<i>Formative assessment in live</i>	<i>Use of Galileo for formative</i>

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	<i>Zoom or Google Meet Daily Small group live breakouts Project based learning, and limited independent work completion. . Hands on at home learning, varied teaching styles</i>	<i>curriculum (paper and online)</i>	<i>lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>assessments and built in curriculum assessments Weekly</i>
<i>1-3</i>	<i>Direct live instruction via Zoom or Google Meet Daily Small group live breakouts Project based learning, and some independent work completion. . Hands on at home learning, varied teaching styles</i>	<i>Use of Mcgraw Hill treasures curriculum (paper and online)</i>	<i>Formative assessment in live lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>Use of Galileo for formative assessments and built in curriculum assessments Weekly</i>
<i>4-6</i>	<i>Direct live instruction via Zoom or Google Meet Daily Small group live breakouts Project based learning, and some independent work completion. Hands on at home learning, varied teaching styles</i>	<i>Use of Mcgraw Hill treasures curriculum (paper and online)</i>	<i>Formative assessment in live lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>Use of Galileo for formative assessments and built in curriculum assessments Weekly</i>
<i>7-8</i>	<i>Direct live instruction via Zoom or Google Meet Daily for each core course (Math, ELA, Science, Social Studies) Small group live breakouts Project based learning, and</i>	<i>Use of Houghton Mifflin Collections curriculum (paper and online) and</i>	<i>Formative assessment in live lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>Use of Galileo for formative assessments and built in curriculum assessments Weekly</i>

	<i>independent work. Hands on at home learning, varied teaching styles</i>			
9-12				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct live instruction via Zoom or Google Meet Daily Small group live breakouts Project based learning, and limited independent work completion. . Hands on at home learning, varied teaching styles</i>	<i>Use of Mcgraw Hill treasures curriculum (paper and online) and Saxon Go math (in paper and online)</i>	<i>Formative assessment in live lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>Use of Galileo for formative assessments and built in curriculum assessments Weekly</i>
<i>1-3</i>	<i>Direct live instruction via Zoom or Google Meet Daily Small group live breakouts Project based learning, and some independent work completion . Hands on at home learning, varied teaching styles</i>	<i>Use of Mcgraw Hill treasures curriculum (paper and online) and Saxon Go math (in paper and online)</i>	<i>Formative assessment in live lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>Use of Galileo for formative assessments and built in curriculum assessments Weekly</i>
<i>4-6</i>	<i>Direct live instruction via Zoom or Google Meet Daily Small group live breakouts</i>	<i>Use of Mcgraw Hill treasures curriculum (paper and online) and Saxon Go math (in paper</i>	<i>Formative assessment in live lessons daily via individual answers to check in and</i>	<i>Use of Galileo for formative assessments and built in curriculum assessments</i>

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	<i>Project based learning, and some independent work completion. . Hands on at home learning, varied teaching styles</i>	<i>and online)</i>	<i>check out questions and student work completed and turned in</i>	<i>Weekly</i>
<i>7-8</i>	<i>Direct live instruction via Zoom or Google Meet Daily for each core course (Math, ELA, Science, Social Studies) Small group live breakouts Project based learning, and independent work completion. Hands on at home learning, varied teaching styles</i>	<i>Use of Houghton Mifflin Collections curriculum (paper and online) and Saxon Go math (in paper and online)</i>	<i>Formative assessment in live lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>Use of Galileo for formative assessments and built in curriculum assessments Weekly</i>
<i>9-12</i>				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct live instruction via Zoom or Google Meet Daily Small group live breakouts Project based learning, and limited independent work completion. . Hands on at home learning, varied teaching styles</i>	<i>Standards based Science curriculum/ Montessori blend</i>	<i>Formative assessment in live lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>Use of Galileo for formative assessments and built in curriculum assessments Weekly</i>

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1-3	<i>Direct live instruction via Zoom or Google Meet Daily Small group live breakouts Project based learning, and some independent work completion. Hands on at home learning, varied teaching styles</i>	<i>Standards based Science curriculum/ Montessori blend</i>	<i>Formative assessment in live lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>Use of Galileo for formative assessments and built in curriculum assessments Weekly</i>
4-6	<i>Direct live instruction via Zoom or Google Meet Daily Small group live breakouts Project based learning, and some independent work completion. . Hands on at home learning, varied teaching styles</i>	<i>Inspire Science Fusion</i>	<i>Formative assessment in live lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>Use of Galileo for formative assessments and built in curriculum assessments Weekly</i>
7-8	<i>Direct live instruction via Zoom or Google Meet Daily for each core course (Math, ELA, Science, Social Studies) Small group live breakouts Project based learning, and independent work completion. Hands on at home learning, varied teaching styles</i>	<i>Inspire Science Fusion</i>	<i>Formative assessment in live lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>Use of Galileo for formative assessments and built in curriculum assessments Weekly</i>
9-12				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Direct live instruction via Zoom or Google Meet Daily Small group live breakouts Project based learning, and some independent work completion. Hands on at home learning, varied teaching styles</i>	<i>Standards based Science curriculum/ Montessori blend</i>	<i>Formative assessment in live lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>Use of Galileo for formative assessments and built in curriculum assessments Weekly</i>
<i>1-3</i>	<i>Direct live instruction via Zoom or Google Meet Daily Small group live breakouts Project based learning, and some independent work completion. Hands on at home learning, varied teaching styles</i>	<i>Standards based Science curriculum/ Montessori blend</i>	<i>Formative assessment in live lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>Use of Galileo for formative assessments and built in curriculum assessments Weekly</i>
<i>4-6</i>	<i>Direct live instruction via Zoom or Google Meet Daily Small group live breakouts Project based learning, and some independent work completion. . Hands on at home learning, varied teaching styles</i>	<i>Standards based Social studies, art, PE, etc</i>	<i>Formative assessment in live lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>Use of Galileo for formative assessments and built in curriculum assessments Weekly</i>
<i>7-8</i>	<i>Direct live instruction via</i>		<i>Formative assessment in live</i>	<i>Use of Galileo for formative</i>

	<i>Zoom or Google Meet Daily for each core course (Math, ELA, Science, Social Studies) Small group live breakouts Project based learning, and independent work completion. Hands on at home learning, varied teaching styles</i>	<i>Standards based Social studies, art, PE, etc</i>	<i>lessons daily via individual answers to check in and check out questions and student work completed and turned in</i>	<i>assessments and built in curriculum assessments Weekly</i>
9-12				

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

Teachers will be teaching all core subjects during daily recorded live lessons. Students will complete activities/ Assignments/curriculum while in the live lesson. Students will be given instruction on how to complete project based hands on learning outside of live lessons.

### **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.*

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
All students with IEP's will have minutes met either virtually or in person or a hybrid. Students will be taught individually or in small groups. All associated services will be provided via telehealth	Special education coordinator, administration team.	Students will receive weekly minutes in accordance with their IEP's	Recorded live lessons, student work, activity log, associated services log.

**Process for Implementing Action Step**

Special education team will reach out to all families and schedule virtual learning times and/or in person learning times to meet the individual minutes.

*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
ELL paraprofessional will reach out to all students identified as English Learning. She will keep in weekly contact. She will provide English language digital practice and scheduled live lessons. School will provide translated documents.	ELL coordinator, ELL paraprofessional, Administration	Weekly	Recorded live lessons. Call logs, completed student work

**Process for Implementing Action Step**

ELL paraprofessional will reach out to students to provide support, learning materials, translation materials.

### Social and Emotional Learning Support for Students (1.a.v)

Check the boxes below to indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.

		Kinder	1-3	4-5	6-8	9-12
<b>Social Emotional Learning</b>	Teacher Check-in	X	X	X	X	
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	X	X	X	X	
	Parent Training	X	X	X	X	
	Other: Live small group social emotional skills lessons and practice to students identified as needing additional Social/Emotional support	X	X	X	X	



		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone	X	X	X	X	
	Webcast	X	X	X	X	
	Email/IM	X	X	X	X	
	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
Acorn provides an integrated social and emotional behavior program called the wellness program with certified school counselors, paraprofessionals and highly qualified teachers. During distance learning, the Wellness team will continue to provide social emotional support in several ways. They will reach out to each student enrolled in the program individually weekly. They will hold small group live lessons focusing on social and emotional skills, they will provide one on one support via Zoom or phone calls to any student who is identified as needing more social and emotional support, and they will provide activities and social emotional skills practice for students to complete at home.	Wellness team, administration	Weekly, and as needed	Recorded Zoom sessions, phone logs, completed student work, Wellness staff report

### 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
Students will show mastery of content	Teachers, administration,	Weekly formal and informal	Completed Galileo benchmark output,

by the use of formal and informal assessments. Students will show evidence through project completion, curriculum completion, in curriculum assessments, Galileo assessments and State assessments if applicable	paraprofessionals	assessments, benchmark assessments	Weekly completed assessments in each class, completed integrated projects, completed assignments
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### 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.

<b>Benchmark Assessments (Math)</b>			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
Kindergarten	Galileo	Students are taught to be familiar with Galileo program and with live virtual guidance, will be able to log on and complete the assessments online from their homes. Teachers and paraprofessionals will monitor the completion of the assessment and monitor computer screens.	August 24 <sup>th</sup> -September 11 <sup>th</sup> November 39 <sup>th</sup> – December 18 <sup>th</sup> April 26 <sup>th</sup> - May 14 <sup>th</sup>
1-3	Galileo	Students are taught to be familiar with Galileo program and with live virtual guidance, will be able to log on and complete the assessments online from their homes. Teachers and paraprofessionals will monitor the completion of the assessment and monitor computer screens.	August 24 <sup>th</sup> -September 11 <sup>th</sup> November 39 <sup>th</sup> – December 18 <sup>th</sup> April 26 <sup>th</sup> - May 14 <sup>th</sup>
4-6	Galileo	Students are taught to be familiar with Galileo program and with live virtual guidance, will be able to log on and complete the assessments online from	August 24 <sup>th</sup> -September 11 <sup>th</sup> November 39 <sup>th</sup> – December 18 <sup>th</sup>

		<i>their homes. Teachers and paraprofessionals will monitor the completion of the assessment and monitor computer screens.</i>	<i>April 26<sup>th</sup>- May 14<sup>th</sup></i>
7-8	<i>Galileo</i>	<i>Students are taught to be familiar with Galileo program and with live virtual guidance, will be able to log on and complete the assessments online from their homes. Teachers and paraprofessionals will monitor the completion of the assessment and monitor computer screens.</i>	<i>August 24<sup>th</sup>-September 11<sup>th</sup> November 39<sup>th</sup> – December 18<sup>th</sup> April 26<sup>th</sup>- May 14<sup>th</sup></i>
9-12			

**Benchmark Assessments (ELA)**

	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>Galileo</i>	<i>Students are taught to be familiar with Galileo program and with live virtual guidance, will be able to log on and complete the assessments online from their homes. Teachers and paraprofessionals will monitor the completion of the assessment and monitor computer screens.</i>	<i>August 24<sup>th</sup>-September 11<sup>th</sup> November 39<sup>th</sup> – December 18<sup>th</sup> April 26<sup>th</sup>- May 14<sup>th</sup></i>
<i>1-3</i>	<i>Galileo</i>	<i>Students are taught to be familiar with Galileo program and with live virtual guidance, will be able to log on and complete the assessments online from their homes. Teachers and paraprofessionals will monitor the completion of the assessment and</i>	<i>August 24<sup>th</sup>-September 11<sup>th</sup> November 39<sup>th</sup> – December 18<sup>th</sup> April 26<sup>th</sup>- May 14<sup>th</sup></i>

4-6	Galileo	<p><i>monitor computer screens. Students are taught to be familiar with Galileo program and with live virtual guidance, will be able to log on and complete the assessments online from their homes. Teachers and paraprofessionals will monitor the completion of the assessment and monitor computer screens.</i></p>	<p><i>August 24<sup>th</sup>-September 11<sup>th</sup></i>   <i>November 39<sup>th</sup> – December 18<sup>th</sup></i>   <i>April 26<sup>th</sup>- May 14<sup>th</sup></i></p>
7-8	Galileo	<p><i>Students are taught to be familiar with Galileo program and with live virtual guidance, will be able to log on and complete the assessments online from their homes. Teachers and paraprofessionals will monitor the completion of the assessment and monitor computer screens.</i></p>	<p><i>August 24<sup>th</sup>-September 11<sup>th</sup></i>   <i>November 39<sup>th</sup> – December 18<sup>th</sup></i>   <i>April 26<sup>th</sup>- May 14<sup>th</sup></i></p>
9-12			

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

### **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.**

Acorn Montessori is dedicated to the health, safety, and education of all students. Acorn will be opening in person in phases s soon as the Governor allows in person schooling. Phase one will be a Hybrid A day B day schedule where A day students come on Monday and Tuesday in person and B day students come on Thursday and Friday in

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person. The remaining days are digital learning days. In phase two students will attend in person Monday Tuesday, Thursday, Friday with Wednesday reserved for deep cleaning. In phase three students will attend all five days as normal. During all phases, families will have an option for distance only learning.