

Distance Learning Plan

Laveen Elementary School District

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 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.

Submitted to the Arizona Department of Education – July 27, 2020

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	Laveen Elementary School District	School District Entity ID	4276
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Kathy Davis, Assistant Superintendent of Academic Services		
Representative Telephone Number	602-237-9100, ext. 3049		
Representative E-Mail Address	kdavis@laveeneld.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
Cheatham Elementary School	84305	07-04-59-104
Desert Meadows Elementary School	89266	07-04-59-106
Laveen Elementary School	5356	07-04-59-101
Maurice C Cash Elementary School	5357	07-04-59-102
Paseo Pointe School	756942	07-04-59-108
Rogers Ranch School	91310	07-04-59-107
Trailside Point Performing Arts Academy	88421	07-04-59-105
Vista del Sur Accelerated Academy	5358	07-04-59-103
Estrella Foothills Global Academy	1000300	07-04-59-109

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

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	7,604	Start Date for Distance Learning	August 3, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	1,000	Estimated Number of Students Participating in Distance Learning for a Portion of the year	6,604
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 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)
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<p>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</p>
<p>We plan to open as scheduled on August 3, 2020 for all students using distance learning. Once the Governor allows for schools to resume in-person, teacher-led instruction, and we have determined it is safe, our families will have a choice to remain in the online instruction through the Distance Learning Plan OR return to school for in-person classes. Our plan right now is to let families update their schooling preference each quarter, continuing to provide BOTH online instruction through the Distance Learning Plan and in-person instruction at each of our school sites throughout the entire school year.</p>

<p>Is the school district requiring students to do distance learning? <i>*Only until it is safe for schools to resume in-person</i></p>	<p>* Yes</p>
<p>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?</p>	<p>Yes</p>

**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)

- 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:

- 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 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
1. All students will be encouraged to participate in our online instruction offered as part of our Distance Learning Plan. 2. Students participating in the online instruction will have a full day of classes with live instruction through Google Meet, covering all required academic content areas and special area classes. 3. All Google Meet lessons will be recorded so that if students cannot join the live Meet, they will have the option to watch the recorded lesson and complete the academic tasks posted through Google Classroom. 4. Student attendance will be tracked through participation in the Google Meets. Teachers will record full and partial day attendance through participation and completion of	1. Academic Services Department, School Principals, Communications Coordinator 2. Teachers, Instructional Coaches, School Administrators 3. Teachers, Instructional Coaches, School Administrators 4. Teachers, School Administrators	1. A minimum of weekly communication is provided to give families up-to-date information. 2. Daily 3. Daily 4. Daily	1. Newsletters, robo-calls, social media blasts, emails, information on our website and marquees 2. Class schedules, pacing guides, recordings of Google Meet sessions 3. All Google Meet sessions will be recorded. 4. Evidence of student participation will be saved through Google Classroom and documented on a shared Google doc to track daily participation.

<p>academic tasks included in the online Google Meet sessions.</p> <p>5. For those students who are not able, or choose not to participate in the online instruction, we will provide them with curriculum and resources to complete schoolwork remotely until they are able to return to the classroom for in-person instruction. This work will be distributed weekly with teachers checking in to answer questions and provide grading feedback.</p> <p>6. A parent attestation form will be used for those students completing schoolwork off-line, (as outlined in #5 above). Parents will record the number of hours students worked on assigned academic tasks and submit this form weekly to the teacher.</p> <p>7. Student attendance will be recorded in Synergy, our Student Information System.</p>	<p>5. Teachers, School Administrators, Teachers, Instructional Associates</p> <p>6. Teachers, Parents</p> <p>7. Teachers, SAIS Coordinator</p>	<p>5. Weekly pick-up and drop-off opportunities with assignments for each day</p> <p>6. Collected weekly, but the form will include a daily breakdown of time students spent on academic tasks</p> <p>7. Daily for the students participating in the online instruction Weekly for those participating in "off-line" academic tasks</p>	<p>5. Copies of the curriculum assignments given out and a record of assignments graded upon return.</p> <p>6. Parent Attestations Forms will be collected, recorded, and saved.</p> <p>7. Attendance reports in Synergy (Full or partial absences will be marked for each day.)</p>
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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
<p>1. Schools will reach out to all families prior to the school year beginning with phone calls, emails, and various other communication tools mentioned above in #1.</p> <p>2. Once school begins, we will contact any students who have not engaged in our distance learning plan by making phone calls.</p>	<p>1. Teachers, School Administrators, Communications Coordinator</p> <p>2. Teachers, Instructional Associates, Attendance Clerk</p>	<p>1. Ongoing throughout June and July as we prepare for school to resume.</p> <p>2. Daily, beginning on August 3, 2020</p>	<p>1. Documentation through the various community announcements and phone call logs from teachers</p> <p>2. Phone logs</p>

<p>3. Ongoing communication will occur daily through the live instruction and posted class assignments for students (and their parents) to view.</p> <p>4. Ongoing communication regarding school news, updates on schooling options, and general communications will be done at least weekly.</p>	<p>3. Teachers</p> <p>4. School Administrators, Communications Coordinator</p>	<p>3. Daily, beginning on August 3, 2020</p> <p>4. At least weekly, beginning July 20, 2020</p>	<p>3. Google Classroom and recordings of Google Meet</p> <p>4. Newsletters, emails, social media, websites, robo-calls</p>
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Teacher and Staff Expectations and Support (1.a.ii)

a. Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. Teachers will be expected to provide online instruction through live lessons presented through Google Classroom, using the Google Meet feature.</p> <p>2. Teachers will also reach out to students who are participating in distance learning through paper/pencil tasks, assigning independent practice and giving feedback.</p> <p>3. Teachers will be expected to complete regular job functions, even if those are done remotely; (e.g., teaching, grading, communicating with parents, participating in meetings & trainings).</p> <p>4. Other staff will also be expected to complete regular job functions, some tasks done in person and others done virtually.</p>	<p>1. Teachers, School Administrators</p> <p>2. Teachers, School Administrators, Support Staff</p> <p>3. Teachers, School Administrators</p> <p>4. Support Staff, School Administrators, Department Supervisors</p>	<p>1. Daily</p> <p>2. Weekly assignment distribution with daily availability for check-in</p> <p>3. Daily</p> <p>4. Daily</p>	<p>1. Recorded Google Meet lessons, classroom observations, class schedules, and lesson plans</p> <p>2. Communication logs, copies of the curriculum assignments given out and a record of assignments graded upon return</p> <p>3. Employee performance reviews</p> <p>4. Employee performance reviews</p>

<p>5. Other staff will also be expected to participate in ongoing meetings and trainings as assigned.</p> <p>6. All staff are expected to be working and available during their normal workday.</p>	<p>5. Support Staff, School Administrators, Department Supervisors</p> <p>6. School Administrators and District Office Department Heads</p>	<p>5. Ongoing, as assigned</p> <p>6. Daily</p>	<p>5. Meeting attendance logs</p> <p>6. Work completion, staff attendance records</p>
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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>1. All Critical Employees will work their regular schedule in-person to ensure the school district is able to operate.</p> <p>2. All employees will need to be available to report to the worksite to complete duties that cannot be done off-site.</p> <p>3. During online/distance learning some employees will have the flexibility to work at a job location that fits their needs, whether it be on-site or off-site.</p> <p>4. Childcare will be available for employees who are essential employees and for employees who choose to work on-site.</p> <p>5. Alternative work assignments will be provided for employees who aren't able to perform their regular duties; (e.g., bus drivers and bus associates will complete DPS Training, Defensive Driving Training, CPR/First-Aid, and Diversity Training).</p> <p>6. Safety protocols are established for all employees and school sites, including updated guidance from the CDC and County Public Health Dept.</p>	<p>1. Human Resources Department, School Administrators, Department Heads</p> <p>2. Human Resources Department, School Administrators, Department Heads</p> <p>3. Human Resources Department, School Administrators, Department Heads</p> <p>4. Kids Club Coordinator, School Administrators, Department Heads</p> <p>5. Human Resources Department, School Administrators, Department Heads</p> <p>6. Human Resources Department, All District Administrators</p>	<p>1. Daily</p> <p>2. Daily</p> <p>3. As needed throughout the duration of online/distance learning</p> <p>4. Daily, until schools are able to re-open for in-person instruction.</p> <p>5. As needed throughout the duration of online/distance learning</p> <p>6. Protocols are established but updated as additional information is available.</p>	<p>1. Employees will clock in and out each day.</p> <p>2. Supervisors will oversee the daily operations of work that needs to be done on-site.</p> <p>3. Supervisors will track employees' work location.</p> <p>4. Kids Club registration forms</p> <p>5. Alternate work assignment logs, training attendance logs</p> <p>6. Safety Guidelines Manual, Safety Committee Updates</p>

7. Regular communication from the district office and site administrators is provided with up-to-date information about the COVID pandemic and impacts on the school system.	7. Superintendent, Human Resources Department, School Administrators, Department Heads	7. At least weekly, but as often as needed to keep everyone informed	7. District communications to staff
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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
<ol style="list-style-type: none"> 1. Training was provided to all administrators on July 14, 15, and 22, 2020. 2. Training for instructional coaches was provided on July 13, 2020. 3. Training for new teachers was provided throughout the week of July 20, 2020. 4. Training for all returning teachers is provided throughout the week of July 27, 2020. 5. Training for instructional associates is provided during the weeks of July 27 and August 3, 2020. 6. Ongoing professional development for each sub-group of employees will continue throughout the year. 7. All of this training, until it is safe to resume larger groups in person, has been done virtually through the use of Google Meet. 	<ol style="list-style-type: none"> 1. Superintendent, HR, Business Office, and Academic Services Department 2. Academic Services Department 3. Instructional Coaches, with Academic Services support 4. School Admin and Instructional Coaches, with Academic Services support 5. School Admin and Instructional Coaches 6. School Admin, Academic Services Department 7. Any persons hosting the training use Google Meet 	<ol style="list-style-type: none"> 1. Ongoing training occurs at least twice a month through admin meetings, and instructional leadership. 2. Instructional coaches receive ongoing training every Friday. 3. New teachers will receive ongoing support through our MINT (mentoring program). 4. All teachers receive ongoing training through PD days built into the school calendar, weekly PLC meetings, and after hours professional learning classes. 5. Instructional Associates receive initial training to start the year, and then have training at least monthly. 6. Ongoing, throughout the school year 7. All trainings, unless the group is small enough to safely social distance and wear masks 	<p>All professional development is documented through training agendas.</p>

List Specific Professional Development Topics That Will Be Covered

Staff training covers a wide variety of topics, but the primary focus of our initial staff trainings for the 2020-21 school year is to ensure we are set up for a successful launch of our Distance Learning Plan.

We have done extensive training on expectations for online learning – Google Classroom, Google Meet, Nearpod, and Virtual Student Engagement Strategies.

Topics have also included:

- Social Emotional Learning to support our students and families
- New Safety Protocols to align with guidance from the CDC
- Processes for engaging students and families, including attendance procedures
- Curriculum and Pacing Guide trainings
- Strategies for admin to observe and provide feedback to teachers during online learning
- English Learner Support – training on revised SEI Models
- Special Education – strategies for inclusion and virtual support

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire			
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot			
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 Tickets can be submitted at any time.		

All students are provided a district-issued Chromebook to use for online learning.

All teachers are provided a district-issued laptop to use.

Support staff are issued devices as needed, depending on their job function.

We are working with community partners to help promote free or low-cost internet to families or staff who need it.

Our intent is to offer in-person learning (in addition to online) as soon as it is safe to do so. Then, the use of internet will be available to all who need it.

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>	K-8 – Live and pre-recorded instruction through Google Classroom and Google Meet AND Academic tasks that can be completed off-line at home for those who do not participate in online (until we can resume in-person classes for these students)	K-5 – My Math (McGraw-Hill program)	All live instruction lessons will include opportunities for real-time student-engagement in which students answer questions, show responses, and demonstrate understanding. In addition, each math lesson includes built-in checks for understanding and independent practice.	Each math chapter has a mid-chapter check and end-of-chapter assessment. In addition, students will participate in benchmark testing three times per year.
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>		6-8 – Glencoe Math (McGraw-Hill program) These programs each have a digital platform, in addition to the consumable student texts.		

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>	K-8 – Live and pre-recorded instruction through Google Classroom and Google Meet AND Academic tasks that can be completed off-line at home for those who do not participate in online (until we can resume in-person classes for these students)	K-5 – ReadyGEN (Savvas Learning Company – formerly Pearson)	All live instruction lessons will include opportunities for real-time student-engagement in which students answer questions, show responses, and demonstrate understanding. In addition, each ELA lesson includes built-in checks for understanding and independent practice.	Each ELA Module or Unit has built-in summative assessments at the end of each selection. In addition, students will participate in benchmark testing three times per year.
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>		6-8 – StudySync (McGraw-Hill program) These programs each have a digital platform, in addition to the consumable student texts.		

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>	K-8 – Live and pre-recorded instruction through Google Classroom and Google Meet AND Academic tasks that can be completed off-line at home for those who do not participate in online (until we can resume in-person classes for these students)	K-8 – Discovery Education Science Techbook (DE) This program has a digital platform, but also provides printable PDFs for students who need to work off-line.	Instruction through the Discovery Education Techbook uses the 5E Model which includes: <i>Engage, Explore, Explain, Elaborate, and Evaluate</i> . Formative assessments are included in the <i>Explain</i> and <i>Elaborate</i> sections of each concept.	Summative assessments for each concept are included in the <i>Evaluate</i> section. In addition, each unit of study includes an assessment.
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				

Instructional Methods, Content Delivery, and Monitoring Student Learning (History and Social Sciences)				
	<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>	K-8 – Live and pre-recorded instruction through Google Classroom and Google Meet AND Academic tasks that can be completed off-line at home for those who do not participate in online (until we can resume in-person classes for these students)	For K-3, this is embedded in the ELA instruction.	Instruction through the Discovery Education Techbook uses the 5E Model which includes: <i>Engage, Explore, Explain, Elaborate, and Evaluate</i> . Formative assessments are included in the <i>Explain</i> and <i>Elaborate</i> sections of each concept.	Summative assessments for each concept are included in the <i>Evaluate</i> section. In addition, each unit of study includes an assessment.
<i>1-3</i>				
<i>4-6</i>		4-8 – Discovery Education Social Studies Techbook (DE) This program has a digital platform, but also provides printable PDFs for students who need to work off-line.		
<i>7-8</i>				

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

Special area classes; (e.g., music, art, P.E.) will also be provided to students through Google Classroom.

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
<ol style="list-style-type: none"> 1. Students with disabilities will have the same access as general education students to the online instruction as outlined in the previous sections, (or paper/pencil tasks if needed). 2. Students with disabilities will participate in teletherapy as appropriate. 3. IEPs will be reviewed to ensure that accommodations are made to give students access to free and appropriate education programming in the least restrictive environment. 4. Maintain Child Find activities including Forty-Five Day Screenings and referrals to Child Study Team. 5. Evaluate and determine special education eligibility for students referred for special education and Section 504 Plans. 	<ol style="list-style-type: none"> 1. Teachers, School Administrators, Student Services Department 2. Student Services Department, Teachers, Other Certified Specialists; (e.g., speech, OT, psychologists) 3. Teachers, School Psychologists, Student Services Department 4. Teachers, Clerical Staff, School Psychologists, Student Services Department 5. School Psychologists, Student Services Department 	<ol style="list-style-type: none"> 1. Ongoing throughout the school year 2. Ongoing throughout the school year, as appropriate 3. Ongoing throughout the school year 4. Ongoing throughout the school year 5. Ongoing throughout the school year 	<ol style="list-style-type: none"> 1. Class schedules, lesson plans, Google Meet recordings, class observation records 2. Service logs 3. IEPs and Section 504 Plans 4. Forty-Five Day Screeners, Child Study Team logs 5. Multidisciplinary Evaluation Team reports

Process for Implementing Action Step

Special education providers (teachers and other certified specialists) will participate in the same training as general education teachers regarding the use of Google Classroom and Google Meet to deliver instruction. Special education students will continue to have access to the general curriculum and additional supports outlined in their IEPs. To the extent that we are able to, services will be provided online and through teletherapy. However, we are also making plans to be able to bring students into the school facility for needed in-person services once it is safe to do so.

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
<ol style="list-style-type: none"> 1. Identify students as potential EL students through Home Language Survey. 2. Assess student’s need for EL services through AZELLA. 3. Utilize ADE SEI Program Models. 4. Ensure that staff are appropriately certified with SEI/ESL/BLE endorsement to deliver SEI components. 5. Ensure staff have curriculum materials that address language proficiency and EL student needs. 6. Use Arizona English Language Proficiency standards to guide English language development instruction. 7. Targeted EL instruction will occur through online instruction as scheduled. 8. Evaluate student progress as measured by a variety of data such as NWEA, formative assessments, and AZELLA. 	<ol style="list-style-type: none"> 1. Program Coordinator, Federal Programs Clerk, EL Instructional Coaches, EL Instructional Assistants 2. EL Instructional Coaches, EL Instructional Assistants 3. Teacher, School Administrators, Program Coordinator 4. Program Coordinator, Human Resources, School Administrators 5. Director of Curriculum & Instruction, Program Coordinator 6. Teachers, EL Instructional Associates 7. Teachers, EL Instructional Associates, EL Instructional Coaches 8. Teachers, EL Instructional Coaches, School Administrators, Program Coordinator, Data Assessment Coordinator 	<ol style="list-style-type: none"> 1. Ongoing throughout the school year upon student enrollment 2. Ongoing throughout the school year upon student enrollment 3. Ongoing throughout the school year 4. Done at the beginning of the school year and as EL students are placed 5. Curriculum orders in place prior to the beginning of the school year 6. Ongoing throughout the school year 7. Ongoing throughout the school year 8. Formative assessments are done daily. Summative assessments are done through district benchmarking three times per year and AZELLA. 	<ol style="list-style-type: none"> 1. Home Language Survey and AZELLA records 2. AZELLA Student Reports 3. Synergy Report 403 EL Student Program, ADE Report – ELL Program Participation Report 4. SEI/ESL/BLE endorsed staff list 5. Adopted materials aligned to EL student needs 6. Instruction implementation, lesson plans, and classroom observation records 7. Instruction implementation, lesson plans, and classroom observation records 8. Assessment data reports and PLC agendas

Process for Implementing Action Step

Our process for identifying EL student need is to have clerical staff review the Home Language Survey that parents complete as part of the enrollment process and determine if there are AZELLA records available. We have already provided training on the new SEI Models and ensured staff have the appropriate endorsements. Staff also have access to the curriculum resources needed, both in print and digital form – and have been trained on how to embed English Language Proficiency Standards to guide instruction. EL students will receive their SEI instruction through both an integrated approach and targeted EL support.

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	
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	X	X	X	X	
	Parent Training	X	X	X	X	
	Other: <i>Second Step Curriculum</i>	X	X	X	X	

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person <i>Limited while school is closed</i>	X	X	X	X	
	Phone	X	X	X	X	
	Webcast	X	X	X	X	
	Email/IM	X	X	X	X	
	Other:					

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
1. Social Emotional Learning will be supported through activities that are embedded into class instruction.	1. Teachers, School Counselors, Assistant Principals	1. Ongoing throughout the school year	1. Classroom observations and lesson plans
2. Second Step curriculum will be used to provide targeted support for the social emotional needs of students.	2. Teachers, School Counselors, Assistant Principals	2. Ongoing throughout the school year	2. Second Step curriculum and lesson plans
3. Student support periods are built into the school schedule to allow for small group interventions, therapy, etc.	3. Teachers, School Administrators, School Counselors	3. Daily	3. Class schedules
4. Pre-recorded lessons and videos related to social emotional learning	4. School Counselors, Student Services Department	4. At least weekly	4. Recorded lessons

<p>will be provided for students to access.</p> <p>5. Parent classes on social emotional learning and the Second Step resources will be provided.</p> <p>6. School counselors will continue to provide counseling services, both virtually while students are online, and in-person, once students are back on campus.</p> <p>7. School counselors communicate with students and families in a variety of ways; (e.g., phone, Google Meet, email, creating Podcasts).</p>	<p>5. School Counselors, School Administrators, Academic Services</p> <p>6. School Counselors, School Administrators, Student Services Department</p> <p>7. School Counselors, Student Services Department</p>	<p>5. Virtual offerings will be available initially, but once it is safe for larger groups, we would like to offer an in-person workshop.</p> <p>6. Ongoing throughout the school year</p> <p>7. Ongoing throughout the school year, done both online and in-person as appropriate</p>	<p>5. Parent class agendas, sign-in sheets</p> <p>6. Counseling service logs</p> <p>7. Counseling communication logs</p>
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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
<p>1. Our Distance Learning Plan expects students to be engaged in full-time academic tasks, whether that be online or paper/pencil.</p> <p>2. Teachers will be providing instruction and academic tasks across all content areas, and grading students' work.</p> <p>3. Lessons will include opportunities for teachers to check for understanding; (e.g., real-time assessments, quizzes, student reflections).</p> <p>4. Each chapter or unit of study will include an assessment to check for student mastery.</p> <p>5. Students will participate in district benchmark assessments to monitor</p>	<p>1. Teachers, School Administrators, Academic Services Department</p> <p>2. Teachers, Instructional Coaches, School Administrators</p> <p>3. Teachers, Instructional Coaches, School Administrators</p> <p>4. Teachers, Instructional Coaches, School Administrators</p> <p>5. Teachers, Instructional Coaches, School Administrators, District Assessment Coordinator</p>	<p>1. Daily</p> <p>2. Daily</p> <p>3. Daily</p> <p>4. At the conclusion of each chapter or unit of study in the curriculum</p> <p>5. Three times per year: August, November, and February</p>	<p>1. Student attendance records, class schedules, lesson plans</p> <p>2. Class schedules, lesson plans, gradebooks</p> <p>3. Lesson Plans, recordings of Google Meet instruction, classroom observations</p> <p>4. Gradebooks</p> <p>5. Assessment reports</p>

<p>progress and growth on academic standards.</p> <p>6. Assessments may be given online, with monitoring being done through the Google Meet feature.</p> <p>7. Some assessments may be given in person, once it is safe for students to be in-person.</p>	<p>6. Teachers, Instructional Coaches, School Administrators, District Assessment Coordinator</p> <p>7. Teachers, Instructional Coaches, School Administrators, District Assessment Coordinator</p>	<p>6. Ongoing throughout the school year</p> <p>7. Ongoing, as safe to do so</p>	<p>6. Google Meet recordings</p> <p>7. Assessment schedules</p>
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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 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>	K-8 students will take MAP Growth – NWEA	This test is given online. If students are participating in distance learning, they may take the test online through a Google Meet session. If they are back in the school building, they will take it online, in the classroom setting.	Given three times: Week of Aug. 24, 2020 Week of Nov. 16, 2020 Week of Feb. 16, 2021
<i>1-3</i>			
<i>4-6</i>			
<i>7-8</i>			

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>	K-8 students will take MAP Growth – NWEA	This test is given online. If students are participating in distance learning, they may take the test online through a Google Meet session. If they are back in the school building, they will take it online, in the classroom setting.	Given three times: Week of Aug. 24, 2020 Week of Nov. 16, 2020 Week of Feb. 16, 2021
<i>1-3</i>			
<i>4-6</i>			
<i>7-8</i>			

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

Students in kindergarten through third grade will also take the MAP Fluency – NWEA assessment, currently scheduled for the week of August 31. This assessment is also taken online with students using a microphone to respond to oral fluency prompts.

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.

The Laveen Elementary School District is prepared to offer a robust and comprehensive educational program through our Distance Learning Plan.

Our district website includes a “Return to Laveen” page with more information regarding schooling options for parents, once it is safe to provide in-person teacher-led instruction. www.laveenschools.org/Return-to-Laveen/

Additionally, our “Back to School” page includes detailed information for parents on what to expect through our Distance Learning Plan, including the distribution of materials and an overview video of what our online learning program will look like. www.laveenschools.org/Back-To-School