Distance Learning Plan Template for Charter Schools

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 <u>DLP using this template</u>, 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 <u>a Google Drive</u>, <u>as specified in communications from ASBCS and each charter holder's assigned Education Program Manager</u>.

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:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model 4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).	1. Dean of Academics 2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches) 3. Dean of Academics and Virtual Instructors 4. Instructional Coaches	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

The example above is not intended to demonstrate that these are specific action steps a 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	David Jones	Charter Holder Entity ID	6364
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Serei Kay	
Representative Telephone Number		520-850-2955	
Representative E-Mail Address		alctucson@msn.com	

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
Accelerated Learning Laboratory	5891	108767000

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?	*200*
How many instructional days did the charter school operate for School Year 2019-2020?	*200*

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

Estimated Enrollment for FY 2021	220	Start Date for Distance Learning	August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	10	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	100
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:			
1. If schools are allowed to fully reopen, Parents/ Guardians may elect ALL's Distance Learning Plan (DLP) or Face-to-face Learning Plan (FLP), with the first attendance day being August 17, 2020. 2. If schools are not allowed to fully reopen, Parents/ Guardians may elect ALL's DLP, first attendance day August 17, 2020 or; ALL's FLP with the fist attendance day postponed until such date as schools are allowed to fully reopen. 3. With a notice of forty-eight hours, students may transfer between DLP and FLP or FLP and DLP. 4. If a student enrolled in ALL's FLP becomes ill or has been exposed to an illness, the student may temporarily enroll in DLP.			

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

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

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

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 competed and submitted by the student.
- A parent attestation of documentation of time spent on educational activities.

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

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
Google Meets and/or Completed work and/or Parent Attestation of good-faith-effort	Technical services manager Teacher / Instructor Parent input into MARC	Daily Daily Daily	Data retained electronically (Google) MARC: data in digital archive, student files Attestation record archived in MARC
Merges, evaluates, and reports data	Director of Special Projects	Weekly	Uploads to "School Master" → ADE

MARC (Measurement and Analysis Report Compiler): "MARC" (*ALL*'s automated data analysis and management system) is a repository for raw data related to academic performance and growth, demographic descriptors, student attendance, educator in-service training attendance, student behaviors; classroom population learning profiles, collected from sources such as formative evaluations, summative exams, standardized tests; as well as from sources ancillary to academic performance, such as parent and student perception and preference surveys, student attendance, and incidence records.

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
Telephone calls made	Office Staff	Daily if necessary	Telephone logs
Google Meet/Google Classroom	Teachers/Instructors/IT Directors	Daily	Electronic records
Google Chat	Office Staff	If unable to reach by phone/Remind	Electronic records
Email	Office Staff	If unable to reach by phone/Remind	Contact logs
Remind	Office Staff	Daily	Phone Logs
House Calls	Director of Special Projects	If necessary	House Call Registry
Student Affairs Google Classroom	Guidance Advisor/Counselor	Any time	Electronic log
Google Chat	Student Advisor/Counselor	Any time	Phone log and/or electronic

			log

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
Real-Time Direct Instruction	Teachers/Instructors	Daily per scheduled time	Electronic records
Immediate feedback to students	Teacher/Instructors	Daily	MARC grading system
Professional on-time behavior	Teachers/Staff	Daily	Electronic records
Content filled instruction/lectures	Teachers/Instructors	Daily	Video recordings and/or observations
Positive interaction with students	Teachers/Instructors/Staff	Daily	Surveys
Evidenced-based grading of pupils	Teachers/Administrator	Daily	MARC system
Instruction-related assignments	Teacher/Administrator	Daily	Communications log
Consistent communications with students and parents	Office Staff and Support Personnel	Daily	Surveys and/or communications log
Support teachers' needs		Daily	Feedback log
Accessible to teachers and administrators	Staff/Administrators	Daily	Communications log
Directing questions and concerns to appropriate person	Staff	Daily	Communications log
Ensuring students have credentials and can log on to access classes	Office Staff	Daily	Electronic records
Ensuring parents have credentials log on to access student's progress and grades	Office Staff/IT Directors	Daily	Electronic records

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
Daily check-in	Director of Special Projects	Daily, once or twice a day	Phone log, Chat log,
Provide emotional/mental support	Director of Special Projects	24/7	Phone log, texts log, chat log
Technical Assistance	IT Director/Manager	As needed	Electronic and/or chat log
Student Behavior	Administrators	As needed/necessary	Phone call/chat/email/texts
Staff training/meeting	Administrator/IT Director/Managers and/or third party	Once a week	Sign in Sheet and/or certificates
Electronic devices/internet access	Director of Special Projects/IT Directors/Managers	As needed	Device check out logs and/or bills

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Virtual and/or in-person Staff training/meeting	Administrators/IT Directors/Managers	Once a week	Sign in sheet and/or certificates
Technology Training	IT Director	Once a week	Training Agenda and/or Sign in Sheet
Provide External Training Resources	Teachers/Staff/Personnel	Once a month	Certificate and/or training confirmation and/or receipt and/or email

List Specific Professional Development Topics That Will Be Covered

Google Classroom Features Google Meet Features How to effectively use Google Jamboard, Google Slides, Google Sheets, Google Docs, Features and uses of Google Drive Use of Chromebook and shortcuts within Chromebook MARC online grading system Use of nonverbals in the classroom and online

Classroom expectations
Signs of emotional and mental distress in children
Navigating COVID-19 Safety Measures in the classroom
Protocols for exposure to COVID
Proper Handwashing, cleaning and sanitizing
Importance of Maintaining Expectations
Teaching Methodology and Pedagogy
Content-Filled lectures

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	x	x
Other:		x	x
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	x	x	x
WIFI Hot Spot	x	x	x
Supplemental Utility Support (Internet)	x	x	x
Other:			x
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: weekends		x	x

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

a. In the tables below, <u>list</u> 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)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	Direct Instruction via Google Meets, Google Classroom	*CLP Mathematics Series*	*CLP Distributed Analysis/daily*	*CLP Cumulative Analysis/ .25 academic year*
1-3	Direct Instruction via Google Meets, Google Classroom	*CLP Mathematics Series*	*CLP Distributed Analysis/daily*	*CLP Cumulative Analysis/ .25 academic year*
4-6	Direct Instruction via Google Meets, Google Classroom	*CLP Mathematics Series*	*CLP Distributed Analysis/daily*	*CLP Cumulative Analysis/ .25 academic year*
7-8	Direct Instruction via Google Meets, Google Classroom	*CLP Mathematics Pedagogy*	*CLP Distributed Analysis/daily*	*CLP Cumulative Analysis/ .25 academic year*
9-12	Direct Instruction via Google Meets, Google Classroom	*CLP Mathematics Pedagogy*	*CLP Distributed Analysis/daily*	*CLP Cumulative Analysis/ .25 academic year*

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	Direct Instruction via Google Meets, Google Classroom	*CLP ELA Series*	*CLP Distributed Analysis/daily*	*Pre/Post MAP*
1-3	Direct Instruction via Google Meets, Google Classroom	*CLP ELA Series*	*CLP Distributed Analysis/daily*	*Pre/Post MAP*
4-5	Direct Instruction via Google Meets, Google Classroom	*CLP ELA Series*	*CLP Distributed Analysis/daily*	*Pre/Post MAP*
6-8	Direct Instruction via Google Meets, Google Classroom	*CLP ELA Series / Pedagogy*	*CLP Distributed Analysis/daily*	*CLP ELA MARC / continuous*
9-12	Direct Instruction via Google Meets, Google Classroom	*CLP ELA / Pedagogy*	*CLP Distributed Analysis/daily*	*CLP ELA MARC / continuous*

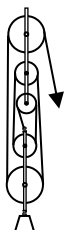| Instructional Methods, Content Delivery, and Monitoring Student Learning (Science) |
|---|

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	Direct Instruction via Google Meets, Google Classroom	CLP Conceptual Science Series	CLP Distributed Analysis/daily	CLP Conceptual Science Series / continuous
1-3	Direct Instruction via Google Meets, Google Classroom	CLP Conceptual Science Series	CLP Distributed Analysis/daily	CLP Conceptual Science Series / continuous
4-5	Direct Instruction via Google Meets, Google Classroom	CLP Science & Technology	CLP Distributed Analysis/daily	CLP Conceptual Science Series / continuous
6-8	Direct Instruction via Google Meets, Google Classroom	CLP Science & Technology	CLP Distributed Analysis/daily	CLP Conceptual Science Series / continuous
9-12	Direct Instruction via Google Meets, Google Classroom	CLP Science Pedagogy	CLP Distributed Analysis/daily	CLP Conceptual Science Series / continuous

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	Direct Instruction via Google Meets, Google Classroom	CLP see below	CLP Distributed Analysis/daily	CLP Series / continuous See: below
1-3	Direct Instruction via Google Meets, Google Classroom	CLP see below	CLP Distributed Analysis/daily	CLP Series / continuous See: below
4-6	Direct Instruction via Google Meets, Google Classroom	CLP see below	CLP Distributed Analysis/daily	CLP Series / continuous See: below
7-8	Direct Instruction via Google Meets, Google Classroom	CLP see below	CLP Distributed Analysis/daily	CLP Series / continuous See: below
9-12	Direct Instruction via Google Meets, Google Classroom	CLP see below	CLP Distributed Analysis/daily	CLP Series / continuous See: below

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

Curriculum and Instructional Design

ALL utilizes the *Cognitive Learning Project* (CLP) proprietary instructional materials that include summative and formative tools used to continuously assess student growth in declarative knowledge and procedural skills. Tools provide for continuous (corrective) feedback loops, in each content area, and provides administrators and teachers with "real-time" meaningful measures of student progress with which they can use to guide instruction or take interventions. Specific learning materials include "multi-year content streams" and single year "course" content streams.
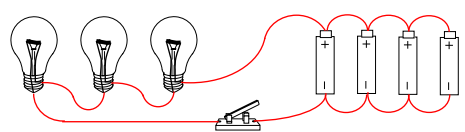
Various multi-year content streams are comprised of instructional instruments graduated by difficulty and numbered in the sequential order each item should be "mastered." Content streams are comprised of Expert Trials; Challenge Trials; and Challenge Exercises. **Expert Trials** evaluate student mastery of declarative knowledge. They require students to know and understand conceptual constructs and interrelate paradigms as well as consolidate recently learned concepts with previously learned concepts. **Challenge Trials and Exercises** tax students' abilities to apply knowledge. They require students to mentally manipulate constructs and apply procedural skills (problems solving skills) to novel challenges and situational specific first, second, and third order problems. **Challenge Trials and Exercises** require students to transfer and merge strategies and to generalizations procedural knowledge across knowledge domains.
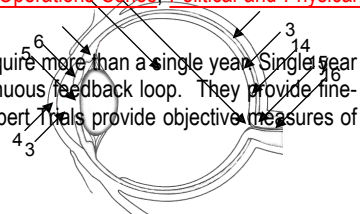
Multi-year curricular streams (mathematics, ELA, science, etc) can span several years or may be completed in fractions of a single year. For instance, the "**Numeric Operations**" series begins with "counting" at an appropriate level for kindergarten, and ends with content that might be seen in a traditional "College "Algebra" class. The time required to complete any particular subject content stream is highly variable between students, however, there is a minimum trial-rate per-week requirement. Experience has demonstrated that over 80% of the students who attended *ALL* beginning in Pre-school, complete **Numeric Operations** between 4th and 5th grades; some complete the series much earlier.

At the beginning of each academic year, students begin each series at the number (baseline) they ended the series on, in the previous year. Students may progress at varying rates but each student is assigned individualized growth goals in each content subject series. Baselines are determined for new students utilizing summative, criterion referenced, intake evaluations. Each student's baseline measures are used to assess progress. Students and parents have online access to measurements of growth that indicate daily progress towards individualized goals in each subject.

Multi-year content streams include: Sticky Licks Series (phonics-reading), Penmanship Manuscript and Cursive; Phat Stacks Orthography Series; Linear Perspective Visual Arts Series; Anatomy and Physiology Series; Physical Science Series; Earth Science Series; Lexicon Series; Syntax and Semantics Series; Literature and Rhetoric Series; Numeric Operations Series; Political and Physical Geography Series; and Lexicon Series. In addition, an AP format option is provided for advanced students beginning in 7th and 8th grades.

Single year "course" content streams are rigorous and designed to be completed within a single year, however for some students, time-to-completion may require more than a single year. Single year courses are comprised of **Expert Trials**, **Challenge Trials**, and **Challenge Exercises.** Expert Trials are formative "power" evaluations that flow in a continuous feedback loop. They provide fine-grained learning as well as provide data on daily that drives the pacing of instruction, and informs in-service needs. Trials, have a self-leveling design. Expert Trials provide objective measures of mastery knowledge. Content in many subject areas is additionally augmented by traditional texts and reference resources.

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
Google Classroom set up for Sped teacher Sped kids scheduled to meet with Sped teacher in Classroom Check in with classroom instructors Outside school hour meetings	IT Director Secondary Faculty Administrator SPED Teacher SPED Teacher	Once Daily-one period and/or more Daily Daily and/or every other day	Electronic record Class schedule Correspondence log Meeting log and/or electronic records

Process for Implementing Action Step

- ◆ IT Director will set up a Google Classroom for the SPED teacher with features of G Suite that will enable the teacher and the students to easily access their work and turn it in.
- ◆ Students with IEP's are scheduled with at least one period, and sometimes depending on need, will have two, to work with the Special Ed teacher on their course assignments.
- ◆ Students will log into the Google Classroom for that period and have their time with the SPED teacher per their IEP and their goals.
- ◆ SPED teacher is given access to all classrooms to facilitate easy access to assignments given to the SPED students so that they are working on their actual assigned content materials to completion, mastery and growth towards meeting their goals.
- ◆ SPED teachers schedule office hours for kids who need extra help or those who want to get ahead

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
Individualized schedule time with			

classroom teacher. Supplemental English language web-based programs/software used to gain acquisition of English that is accessible both at school and home Thresholds set to a level student can succeed and gain confidence. More opportunities for articulation and comprehension	Teacher/Instructor Teacher/IT Director Teacher/Administrator Teacher/Staff/Assistants	Daily Daily Daily Daily	Communications log Electronic record and/or progress in program MARC grading system Progress Chart

Process for Implementing Action Step

- ◆ Teachers schedule set times to work with individual students
- ◆ A software program is set up to supplement in-class instruction and assignments that can be accessed wherever there is internet. Program is web-based and teaches phonics, phonemic awareness, grammar, spelling, pronunciation, meaning, etc.
- ◆ Students expectations and thresholds in the classroom are set to a level that with some effort, they will experience success. Individualized thresholds to match student's skill level.
- ◆ In class and out of class, more opportunities for oral response is abundant in lectures and carries across all subjects all day. Call and response are utilized to enhance not only language, but content knowledge and arousal.

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	Teacher Check-in	x	x	x	x	x

Learning	Packet of Social and Emotional Topics					
	Online Social Emotional videos					
	Parent Training	x	x	x	x	x
	Other:	x	x	x	x	x

		Kinder	1-3	4-5	6-8	9-12
	In-Person	x	x	x	x	x
	Phone	x	x	x	x	x
Counseling Services	Webcast	x	x	x	x	x
	Email/IM	x	x	x	x	x
	Other: as needed	x	x	x	x	x

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
See Metacognitive, Soft Skills below	Instructors	Daily	Student Behavior

Metacognitive Skills, Personality Traits, Soft Skills: Students receive intensive instruction in a variety of metacognitive and soft skill topics in situ. Skills and strategies are explicitly taught, modeled and reinforced from declarative and procedural knowledge, and Social Learning perspectives. Students receive opportunities to rehearse metacognitive and soft skill techniques while applying them to learning academic content and during social interaction. Instructors actively shape individual and group behaviors (metacognitive, soft, and trait) across social, emotional, and instructional domains. Foci include: self-management; interpersonal competencies; team-working skills; critical thinking and problems solving skills; openness; agreeability; conscientiousness; emotional intelligence; organizational and planning skills; communication skills; strategic thinking; self-monitoring and control. As students exhibit independence and competence, they take increasing responsibility for directing, planning, implementing and regulating their own behavior and learning.

A culture of metacognitive awareness and social inclusiveness is central to the *CLP* view of "classrooms as learning communities." Implicit to this idea is that teachers are not the ordained managers of all aspects of planning, monitoring, regulating, and feedback; rather teachers model and provide the transitional support necessary for students to experience academic success and display appropriate social engagement, but then "fade" support as students gain competence as strategic thinkers, active learners, and equal members of an inclusive culture. Though the teacher provides direct instruction and guided practice while students are acquiring metacognitive knowledge and skill, members of CLP's learning communities, are encouraged to activate their own "executive functions" and suppress impulsive or maladaptive behaviors.

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
See: Attendance Tracking (1.a.i, 1.i) MARC	Individual Instructors	Daily	At or above Student objectives stored in

See: Benchmark Assessments (1.a.vii) Benchmark Growth Model See: Instructional Monitoring Learning (1.a.iii) Curriculum and Instructional Design	Administrative oversight		MARC

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	*CLP/ See: Curriculum and Instructional Design See: Benchmark Growth Model:*	*online, in person*	*By or before first day of attendance*
1-3	*CLP*	*online, in person*	*By or before first day of attendance*
4-6	*CLP*	*online, in person*	*By or before first day of attendance*
7-8	*CLP*	*online, in person*	*By or before first day of attendance*
9-12	*CLP*	*online, in person*	*By or before first day of attendance*

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	*MAP*	*in person*	*By or before September 17*
1-3	*MAP*	*in person*	*By or before September 17*

4-5	*MAP*	*in person*	*By or before September 17*
6-8	*CLP*	*CLP*	*By or before first day of attendance*
9-12	*CLP*	*CLP*	*By or before first day of attendance*

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

Benchmark Growth Model: ALL incorporates a learner centered instructional model in which academic growth is measured from each student's individualized baseline. For students who are functioning above grade level, ALL sets goals that are rigorous but reasonable, regardless of age or grade level expectations. For the student whose skills are so poor that reaching grade level within the foreseeable future is unachievable, *ALL* sets goals that are rigorous but reasonable, such that the student will experience frequent success, but aggressive enough for students to reach grade level proficiency standards in a reasonable amount of time. *ALL* recognizes that motivation and passion are increased when learning-task-demands are within a student's ability to succeed with effort, but above a student's ability to succeed without meaningful effort; and increased passion and motivation greatly expand students' ZPD range. *ALL* also recognizes that both, success with little effort, and failure due to task-demands that require unreasonable effort, greatly decrease motivation, passion and students' ZPD range. *ALL* recognizes how essential it is to place students at their appropriate challenge levels at which they can succeed with meaningful effort; not at their "cumulative failure level" where they fall increasingly behind. When students who do not possess the required skills to reach grade proficiency standards, are segregated into classes based on only grade level, they are unlikely to ever succeed. When students who have already exceeded grade level proficiency standards, are segregated into classes based on only grade, they are unlikely to reach their potential. No student is required to wait for any instructor or other students to progress.

Academic Goals: Within the MARC Environment, instructors input student performance data that is evaluated for student progress towards their individualized goals as represented in the following:
- By the first day of the school year, each enrolled student shall be assigned a rigorous but realistic individualized "yearend" academic growth goals in each content subject; relative to each student's benchmark performance level.
- Each student's yearend-goal, in each content subject, shall be divided into academic growth goals for first, second, third, and fourth quarters; relative to the number of weeks in each quarter.
- Each student's quarter-end-goal, for the first quarter shall be divided into "weekly" and "daily" academic growth goals in each subject area; relative to instructional days.
- Each student's reasonable progress towards individualized goals shall be monitored. Interventions shall be provided for students who fall behind and recognition shall be given to students who exceed expectation.

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.