

Washington Elementary School District (WESD)

Distance Learning Plan

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	Washington Elementary School District	School District Entity ID	4260
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Lori Mora, Assistant Superintendent of Academic Services	
Representative Telephone Number		602-347-2605	
Representative E-Mail Address		Lori.Mora@wesdschools.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
ABRAHAM LINCOLN TRADITIONAL SCHOOL	5274	07-04-06-167
ACACIA ELEMENTARY SCHOOL	5244	07-04-06-114
ALTA VISTA ELEMENTARY SCHOOL	5245	07-04-06-116
ARROYO ELEMENTARY SCHOOL	5246	07-04-06-118
CACTUS WREN ELEMENTARY SCHOOL	5247	07-04-06-120

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CHAPARRAL ELEMENTARY SCHOOL	5248	07-04-06-122
CHOLLA MIDDLE SCHOOL	5249	07-04-06-124
DESERT FOOTHILLS MIDDLE SCHOOL	5250	07-04-06-126
DESERT VIEW ELEMENTARY SCHOOL	5251	07-04-06-128
IRONWOOD ELEMENTARY SCHOOL	5252	07-04-06-130
JOHN JACOBS ELEMENTARY SCHOOL	5253	07-04-06-131
LAKEVIEW ELEMENTARY SCHOOL	5254	07-04-06-132
LOOKOUT MOUNTAIN ELEMENTARY SCHOOL	5255	07-04-06-134
MANZANITA ELEMENETARY SCHOOL	5256	07-04-06-136
MARYLAND ELEMENTARY SCHOOL	5257	07-04-06-138
MOON MOUNTAIN ELEMENTARY SCHOOL	5258	07-04-06-140
MOUNTAIN SKY MIDDLE SCHOOL	5259	07-04-06-141
MOUNTAIN VIEW ELEMENTARY SCHOOL	5260	07-04-06-142
OCOTILLO ELEMENTARY SCHOOL	5261	07-04-06-144
ORANGEWOOD ELEMENTARY SCHOOL	5262	07-04-06-146
PALO VERDE MIDDLE SCHOOL	5263	07-04-06-148
RICHARD E. MILLER ELEMENTARY SCHOOL	5264	07-04-06-150
ROADRUNNER ELEMENTARY SCHOOL	5265	07-04-06-152

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ROYAL PALM MIDDLE SCHOOL	5266	07-04-06-154
SAHUARO ELEMENTARY SCHOOL	5267	07-04-06-156
SHAW BUTTE ELEMENTARY SCHOOL	5268	07-04-06-160
SUNBURST ELEMENTARY SCHOOL	5269	07-04-06-162
SUNNYSLOPE ELEMENTARY SCHOOL	5271	07-04-06-164
SUNSET ELEMENTARY SCHOOL	5272	07-04-06-165
SWEETWATER ELEMENTARY SCHOOL	5270	07-04-06-163
TUMBLEWEED ELEMENTARY SCHOOL	5273	07-04-06-166
WASHINGTON ELEMENTARY SCHOOL	5275	07-04-06-168

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

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b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	21,600	Start Date for Distance Learning	August 10, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	5400	Estimated Number of Students Participating in Distance Learning for a Portion of the year	21,600
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 at least September 8, 2020 for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input 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:
N/A

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

**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. WESD district leadership will provide school administrators, staff, teachers, students and families with clear requirements and procedures for tracking student attendance in distance learning, whether full-time or intermittently. Requirements and procedures include a. Homeroom teachers will take attendance daily in homeroom and all live class sessions for all students; b. Teachers will use a google form to report students who are not present for each live class session; c. Office staff will enter attendance as appropriate using existing attendance settings in Synergy; and d. Teachers and office staff will work together to complete a weekly check of student attendance from the previous week to ensure accuracy of student attendance records.	1. <ul style="list-style-type: none"> • Cathy Thompson, Director of Business Services • School Principals and • Office Managers 	1. Daily student attendance in homeroom and each distance learning class session.	1. Student attendance records and back-up documentation of attendance tracking procedures.
2. WESD district and school administrators will communicate to all families the attendance requirements and procedures for reporting student absences in distance-learning class	2. <ul style="list-style-type: none"> • Lori Mora, Assistant Superintendent of Academic Services and • Lyn Bailey, Assistant 	2. Weekly district communication updates to WESD families and	2. Written district and school communication updates to families.

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<p>sessions. School administrators, teachers and office staff will notify parents to report a student absence from any distance learning class session to the school office. Office staff will record known absences from parents using existing attendance settings in Synergy.</p>	<p>Superintendent of Administrative Services</p>	<p>periodic school communications to families.</p>	
<p>3. WESD school administrators will establish with their office staff and teachers a weekly process identifying and correcting student attendance. Each Monday, office staff at each school will contact the teacher of each student who was absent for the entire previous week. Teachers will verify if the student did or did not participate in any distance learning class sessions the previous week. Office staff will correct student attendance records, based on teacher verification.</p>	<p>3. • Lori Mora, Assistant Superintendent of Academic Services, • Lyn Bailey, Assistant Superintendent of Administrative Services, • Cathy Thompson, Director of Business Services</p>	<p>3. Training during pre-week (August 3-7)</p>	<p>3. Written student attendance tracking requirements and procedures</p>
<p>4. WESD school administrators will establish a process to track and record any students who are absent for the first 10 days of school. On Monday, August 24, office staff will reach out to any teachers with students that were absent for the first 10 days of school. Teachers will verify if the student did or did not participate in any distance learning class sessions during the first 10 days of school. Office staff will correct student attendance records for the first 10 days of school and process 10-day drops, based on teacher verification.</p>	<p>4. • Lori Mora, Assistant Superintendent of Academic Services, • Lyn Bailey, Assistant Superintendent of Administrative Services, • Cathy Thompson, Director of Business Services</p>	<p>4. August 10 through 24</p>	<p>4. Written 10-day drop procedures</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
1. District and school staff will develop a process to reach out to families prior to the start of school who did not pick up a Chromebook to determine device need and ensure they are aware of child’s schedule for distance learning.	1. • Assistant Superintendent of Administrative Services, Dr. Lyn Bailey • Assistant Superintendent of Academic Services, Lori Mora • School principal	1. Weekly	1. Student attendance documentation by classroom teachers and by office staff in Synergy. Student and family support call records.
2. By August 12 th , classroom teachers will provide to office staff and principal a list of all students who missed one or more live class sessions. Principal will coordinate a plan for teachers, office staff or other staff to do a check-in phone call for these students.	2. • School principal, • Classroom teachers, • Office staff	2. Weekly	2. Attendance rosters, call logs
3. School office staff and principal will report to WESD Safety and Mentoring the names of any student who misses more than five days of live class sessions and Safety and Security officers will schedule a check-in visit to the students’ homes.			3. Written referrals from schools to Safety and Security and the follow up documentation by Safety and Security officers.

Teacher and Staff Expectations and Support (1.a.ii)

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. District developed standards based core content, special areas and social emotional lessons will be used in daily live sessions by all teachers.	1. • Assistant Superintendent of Academic Services, Lori Mora • Director of C & I, Paula McWhirter • Educational Tech	1. Month of July	1. Lessons completed prior to August 3, 2020 and provided to teachers in shared drives

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	<p>Coordinator, Nathan Wells</p> <ul style="list-style-type: none"> • Fine Arts and Physical Education Coordinator, Samantha Chariker • Admin Social Services, Dorothy Watkins 		
2. Lessons will include EL strategies and standard, special education accommodations and gifted extensions.	2. <ul style="list-style-type: none"> • Director of Special Services • EL Coordinator • Gifted Coordinator 	2. Month of July	2. Extended learning document included with each daily lesson
3. Teachers will provide live instruction to students in core content areas and provide feedback on independent tasks and activities.	3. Campus Administrative Teams (Principal, Assistant Principal, Instructional Coach)	3. Daily	3. Daily teacher/student schedules developed and followed as evidenced by virtual classroom walk-throughs, attendance and measures of student progress
4. Interventions will be provided with small groups of students by teachers, EL, special education, gifted teachers, academic intervention specialists, social workers, para professionals as well as additional staff available to support student learning and social emotional learning.	4. Campus Administrative Teams (Principal, Assistant Principal, Instructional Coach)	4. Daily and weekly	4. Intervention tracking tools, attendance and measures of student progress, virtual classroom walkthroughs
5. Daily independent activities and assignments provided to students	5. Campus Administrative Teams (Principal, Assistant Principal, Instructional Coach)	5. Daily	5. Teacher feedback and measures of student progress
6. Teachers will follow a daily instructional schedule that meets their full assigned work schedule	6. Campus Administrative Teams (Principal, Assistant Principal, Instructional Coach)	6. Daily	6. Classroom walkthroughs; measures of student growth; feedback to students; daily logs
7. Classified staff who cannot complete their essential functions during virtual learning will be repurposed during distance learning to provide	7. Campus Administrative Teams (Principal, Assistant Principal, Instructional Coach)	7. Daily	7. Written work schedules for classified staff.

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<p>student support, including assisting teachers to meet the needs of specific students, supporting students during independent or recorded instruction, and providing extended and individualized learning opportunities to students.</p> <p>8. Classified staff who cannot complete their essential functions during virtual learning will also be repurposed for additional responsibilities such as: communicating with families, grab and go meal distribution, preparation of student resources (such as bus tags, school supplies), delivery services to homes, and maintenance functions.</p>	<p>8. Campus Administrative Teams (Principal, Assistant Principal, Instructional Coach)</p>	<p>8. Daily</p>	<p>8. Written works schedules for classified staff</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. WESD Superintendent’s Office provides a daily update to all district and school administrators; a weekly update to employees and families (via out dial and email in English and Spanish and recorded in Arabic and Vietnamese on the WESD website</p> <p>2. School principals and office managers provide periodic updates to their staff, students and families via out dial, emails, Peach Jar, printed newsletters and school marquees.</p> <p>3. Human Resources provided written guidelines to all employees regarding work location flexibility and processes for Covid-19 at the workplace to protect employee confidentiality and provide</p>	<p>1. • Lyn Bailey, Assistant Superintendent of Administrative Services, • Pam Horton, Director of Community and Public Engagement.</p> <p>2. School principals and office managers</p> <p>3. Justin Wing, Director of Human Resources</p>	<p>1. Daily and weekly</p> <p>2. As needed</p> <p>3. Prior to return to work start date</p>	<p>1. Transcripts of out-dials in English and Spanish; recorded information on WESD website in English, Spanish, Arabic and Vietnamese, emails.</p> <p>2. Out dial transcripts, emails, Peach Jar documents, newsletters</p> <p>3. District communication to employees via email, out-dial and posted on website</p>

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<p>guidance about FMLA and Family First Coronavirus Response Act (FFCRA).</p> <p>4. WESD will provide child care opportunities for all WESD employees from 7:00 A.M. to 4:30 P.M, M-F.</p> <p>5. WESD will provide a laptop or Chromebook device, when available, to staff who must work from home and a hotspot, if needed.</p> <p>6. WESD Human Resources provides weekly Wellness and Employee Assistance Program (EAP) information and access to an online Wellness Programs.</p>	<p>4. • Justin Wing, Director of Human Resources • Kathleen McKeever, Director of Academic Support Programs.</p> <p>5. • Cathy Thompson, Director of Business Services and • Chris Lieurance, Director of MIS</p> <p>6. Justin Wing, Director of Human Resources</p>	<p>4. Daily, starting the week of August 3 through August 14</p> <p>5. Week of August 3-7 and as needed</p> <p>6. Ongoing</p>	<p>4. Kidspace registration and attendance records.</p> <p>5. Device and hot spot check-out records</p> <p>6. Human Resources Wellness emails to all employees.</p>
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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
<p>1. Professional Learning Conference addressing Distance Learning teaching Strategies and tools.</p>	<p>1. WESD Educational Technology Coordinator and Team</p>	<p>1. July 23-24, 2020</p>	<p>1. Session schedules, participation logs, exit tickets, video library of recorded sessions</p>
<p>2. Preservice week professional development on District Created Lessons and Distance Learning Strategies</p>	<p>2. • Assistant Superintendent of Academic Services • Director of Curriculum and Instruction • Educational Technology Coordinator</p>	<p>2. August 3-7, 202</p>	<p>2. Agendas, participation logs, PD schedule, exit tickets; recorded sessions and presentation materials</p>
<p>3. Recorded Self-Paced Professional Development</p>	<p>3. • Assistant Superintendent of Academic Services • Director of Curriculum and Instruction</p>	<p>3. Ongoing</p>	<p>3. Video presentation and materials, participation logs;</p>

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<p>4. Wednesday Professional Learning Communities</p> <p>5. Content, grade level subgroup specific professional development</p> <p>6. Classified Training and professional development</p> <p>7. All staff to receive safety and health protocol trainings.</p>	<ul style="list-style-type: none"> • Educational Technology Coordinator <p>4. • Assistant Superintendent For Administrative Services</p> <ul style="list-style-type: none"> • Administrative Coaches • Campus Administrative Teams (Principal, Assistant Principal, Instructional Coach) <p>5. WESD District Instructional Specialists, Administrators, Directors and Coordinators</p> <p>6. HR Recruiter / Staff Developer</p> <p>7. HR Recruiter / Staff Developer</p>	<p>4. Weekly</p> <p>5. Monthly, Ongoing</p> <p>6. Monthly, ongoing</p> <p>7. First week staff return to work along with frequent reminders and updates.</p>	<p>certificates of completion</p> <p>4. Campus PLC plans; participation logs; exit tickets, agendas and presentation materials</p> <p>5. PD calendar, agendas, participation logs; recorded sessions and materials</p> <p>6. PD calendar, agendas, participation logs; recorded sessions and materials</p> <p>7. Signed acknowledgement forms and e-mails.</p>
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List Specific Professional Development Topics That Will Be Covered

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| <ol style="list-style-type: none"> 1. Effective distance learning instructional strategies 2. Effective distance learning assessment strategies 3. Reading instruction and intervention with Raz-Plus 4. Social-Emotional Learning (SEL) 5. Google classroom and Google meets applications 6. AZ Science Center Connect platform for K-3 STEM |
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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	✓	✓	✓
Needs Assessment-Available data	✓	✓	✓
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	✓	✓	✓
WIFI Hot Spot	✓	✓	✓
Supplemental Utility Support (Internet)			
Other:	Onsite Support Services		
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	✓	✓	✓
Extended Weekday Hours			
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.

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>	1. WESD will provide daily live distance learning in mathematics using lesson	Google Classroom Moby Max	Success criteria and checks for understanding are embedded into lesson plans	SchoolCity - Pre, Mid and End of Year assessments (p/p)

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	<p>plans written and delivered by WESD certified teachers and based on AZ Math standards.</p> <p>2. WESD teachers will supplement math and intervention with Moby Max online, adaptive and differentiated lessons and assessments.</p> <p>3. WESD will provide students with self-paced online learning resources, such as Moby Max, to extend their learning and practice in mathematics from home.</p>		<p>and teachers will develop systems for recording and tracking student progress.</p>	
<i>Grades 1-3</i>	<p>1. WESD will provide daily live distance learning in mathematics,, using lesson plans written and delivered by WESD certified teachers and based on AZ Math standards.</p> <p>2. WESD teachers will supplement math instruction and intervention with Moby Max online, adaptive and differentiated lessons and assessments.</p> <p>3. WESD will provide students with self-paced online learning resources, such as Moby Max to extend their learning and practice in mathematics at home</p>	<p><i>Google Classroom</i> <i>Moby Max</i></p>	<p>Grades 1 & 2 - Teacher-developed CFAs will be administered pre-and post-lessons. Success criteria and checks for understanding are embedded into lesson plans and teachers will develop systems for recording and tracking student progress.</p> <p>Grade 3 - Math Modules (online) include common formative assessments (CFAs) and checks for understanding.</p>	<p><i>Grades 1&2 - SchoolCity Pre, Mid and End of Year assessments (p/p)</i></p> <p><i>Grade 3 - SchoolCity Pre, Mid and End of Year assessments (online); AzM2 (online); MSAA (online)</i></p>
<i>Grades 4-6</i>	<p>1. WESD will provide daily live distance learning in mathematics, using lesson plans written and delivered by</p>	<p><i>Google Classroom</i> <i>Moby Max</i></p>	<p>Math Modules (online) include common formative assessments (CFAs) and checks for understanding.</p>	<p><i>SchoolCity Pre, Mid and End of Year assessments (online); AzM2 (Online); MSAA (online)</i></p>

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	<p>WESD certified teachers and based on AZ Math standards.</p> <ol style="list-style-type: none"> 2. WESD teachers will supplement math instruction and intervention with Moby Max online, adaptive and differentiated lessons and assessments. 3. WESD will provide students with self-paced online learning resources, such as Moby Max, to extend their learning and practice in mat from home 			
<p><i>Grades 7-8</i></p>	<ol style="list-style-type: none"> 1. WESD will provide daily live distance learning in mathematics, using lesson plans written and delivered by WESD certified teachers and based on AZ Math standards. 2. WESD teachers will provide math intervention for struggling students, using Moby Max online adaptive and differentiated lessons at instructional level. 3. WESD will provide students with self-paced online learning resources, such as Moby Max, to extend their learning and practice in mathematics from home. 	<p><i>Google Classroom</i> <i>Moby Max</i></p>	<p>Math Modules (online) include common formative assessments (CFAs) and checks for understanding.</p>	<p><i>SchoolCity Pre, Mid and End of Year assessments (online); AzM2 (Online); MSAA (online)</i></p>

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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>	<ol style="list-style-type: none"> WESD will provide daily live distance learning in reading and writing, using lesson plans written and delivered by WESD certified teachers and based on AZ ELA standards. WESD teachers will supplement reading and writing instruction and intervention with Raz-Plus texts, lessons and assessments. WESD will provide students with self-paced online learning resources, such as Raz-Plus and Head Sprout, to extend their learning and practice in reading and writing from home. 	<i>Google Classroom Raz-Plus</i>	<p>Acadience (pending online version) - Pre, Mid, End of Year</p> <p>Checks for understanding are embedded into live or recorded learning experiences and in the related materials.</p>	<p><i>AZELLA - (In-person) Placement and AZELLA</i></p> <p><i>SchoolCity Pre, Mid and End of Year assessments (p/p)</i></p> <p>(Writing) SchoolCity Pre, Mid and End of Year assessments (p/p)</p>
<i>1-3</i>	<ol style="list-style-type: none"> WESD will provide daily live distance learning in reading and writing, using lesson plans written and delivered by WESD certified teachers and based on AZ ELA standards. WESD teachers will supplement reading and writing instruction and intervention with Raz-Plus texts, lessons and assessments. WESD will provide students with self-paced online learning resources, such as Raz-Plus, to extend their learning and practice in reading and writing from home. 	<i>Google Classroom Raz-Plus</i>	<p><i>Grades 1 & 2 - Acadience (pending online version) - Pre, Mid, End of Year</i></p> <p>Grades 2 and 3: Common Formative Assessments and checks for understanding are embedded into live or recorded learning experiences and in the related materials.</p>	<p><i>AZELLA - (In-person) Placement and AZELLA</i></p> <p><i>Grades 1 & 2 - SchoolCity Pre, Mid and End of Year assessments (p/p)</i></p> <p><i>Grade 3 - SchoolCity Pre, Mid and End of Year assessments (online); AzM2 (online); MSAA (online)</i></p> <p>(Writing) SchoolCity Pre, Mid and End of Year assessments (p/p)</p>

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<p>4-6</p>	<ol style="list-style-type: none"> 1. WESD will provide daily live distance learning in reading and writing, using lesson plans written and delivered by WESD certified teachers and based on AZ ELA standards. 2. WESD teachers will supplement reading and writing instruction and intervention with Raz-Plus texts, lessons and assessments. 3. WESD teachers will provide students with self-paced online learning resources, such as Raz-Plus, to extend their learning and practice in reading and writing from home. 	<p><i>Google Classroom</i> <i>Raz-Plus</i></p>	<p>Common Formative Assessments and checks for understanding are embedded into live or recorded learning experiences and in the related materials.</p>	<p><i>AZELLA - (In-person) Placement and AZELLA</i></p> <p><i>SchoolCity Pre, Mid and End of Year assessments (online); AzM2 (Online);</i></p> <p><i>Acadience (pending online version) - Pre, Mid, End of Year [for those who are not proficient on AzM2 ELA]</i></p> <p>(Writing) SchoolCity Pre, Mid and End of Year assessments (online); AzM2 (Online); MSAA (online)</p>
<p>7-8</p>	<ol style="list-style-type: none"> 1. WESD will provide daily live distance learning in reading and writing, using lesson plans written and delivered by WESD certified teachers and based on AZ content standards. Writing instruction will be integrated into all content areas. 2. WESD teachers will provide reading intervention for struggling readers using Raz-Plus texts, assigned at the student's instructional level. 3. WESD will provide students with self-paced online learning resources, to extend their learning and practice in reading and writing from home. 	<p><i>Google Classroom</i> <i>Raz-Plus</i></p>	<p>Common Formative Assessments and checks for understanding are embedded into live or recorded learning experiences and in the related materials.</p>	<p><i>AZELLA - (In-person) Placement and AZELLA</i></p> <p><i>SchoolCity Pre, Mid and End of Year assessments (online); AzM2 (Online); MSAA (online)</i></p> <p><i>Acadience (pending online version) - Pre, Mid, End of Year [for those who are not proficient on AzM2 ELA]</i></p> <p>(Writing) SchoolCity Pre, Mid and End of Year assessments (online); AzM2 (Online); MSAA (online)</p>

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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>	WESD will provide distance learning based on AZ Science Standards for Kinder, delivered by a WESD certified teacher, supported by educational content provided by AZ Science Center Connect, customized to align with and supplement the WESD Science curriculum map for Kinder. .	AZ Science Center Connect: Weekly live or recorded STEM learning experiences, plus related materials which together create units of instruction.	Checks for understanding are embedded into live or recorded learning experiences and in the related materials.	End-of-unit tests, once every 4-6 weeks, depending on the unit. These could be delivered orally during a live, distance learning class.
<i>1-3</i>	WESD will provide distance learning based on AZ Science Standards for 1st-3rd, delivered by a WESD certified teacher, supported by educational content provided by AZ Science Center Connect, customized to align with and supplement the WESD Science curriculum map for 1st - 3rd.	AZ Science Center Connect: Weekly live or recorded STEM learning experiences, plus related materials which together create units of instruction.	Checks for understanding are embedded into live or recorded learning experiences and in the related materials.	End-of-unit tests, once every 4-6 weeks, depending on the unit. These could be delivered orally during a live, distance learning class.
<i>4-6</i>	1. Live daily lessons, based on AZ content standards, developed and taught by WESD certified teachers. 2. Self-paced virtual learning resources	Google classroom	Common formative assessments, developed by WESD certified teachers and administered in writing or orally, during a live distance learning class session.	AIMS Science (Online); AIMS A Science
<i>7-8</i>	1. Live daily lessons, based on AZ content standards, developed and taught by WESD certified teachers. 2. Self-paced virtual learning resources	Google classroom	Common formative assessments, developed by WESD certified teachers and administered in writing or orally, during a live distance learning class session.	AIMS Science (Online); AIMS A Science (online)
<i>9-12</i>	N/A	N/A	N/A	N/A

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Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	<ol style="list-style-type: none"> 1. Social Studies, lessons based on new AZ Social Studies standards and taught by certified WESD teachers will be delivered as stand-alone lessons and also embedded within ELA lesson plans. 2. WESD P.E. Art and Music teachers will provide weekly lessons developed by WESD certified teachers, with at least one 30-minute lesson in each area each week. 	Google classroom	Checks for understanding are embedded into live or recorded learning experiences and in the related materials.	<ol style="list-style-type: none"> 1. End-of-unit tests, once every 4-6 weeks, depending on the unit. These could be delivered orally during a live, distance learning class. 2. WESD quarterly summative assessments for music, art and P.E.
1-3	<ol style="list-style-type: none"> 1. Social Studies, lessons based on new AZ Social Studies standards and taught by certified WESD teachers will be delivered as stand-alone lessons and also embedded within ELA lesson plans. 2. WESD P.E. Art and Music teachers will provide weekly lessons developed by WESD certified teachers, with at least one 30-minute lesson in each area each week 	Google classroom.	Checks for understanding are embedded into live or recorded learning experiences and in the related materials.	<ol style="list-style-type: none"> 1. End-of-unit tests, once every 4-6 weeks, depending on the unit. These could be delivered orally during a live, distance learning class. 2. WESD quarterly summative assessments for music, art and P.E.
4-6	<ol style="list-style-type: none"> 1. Social Studies, lessons based on new AZ Social Studies standards and taught by certified WESD teachers will be delivered as stand-alone 		CFAs	<ol style="list-style-type: none"> 1. End-of-unit tests, once every 4-6 weeks, depending on the unit. These could be delivered

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	<p>lessons and also embedded within ELA lesson plans.</p> <p>2. WESD P.E. Art and Music teachers will provide weekly lessons developed by WESD certified teachers, with at least one 30-minute lesson in each area each week.</p>			<p>orally during a live, distance learning class.</p> <p>2. WESD quarterly summative assessments for music, art and P.E.</p>
7-8	<p>1. Social Studies, lessons based on new AZ Social Studies standards and taught by certified WESD teachers will be delivered as stand-alone lessons and also embedded within ELA lesson plans.</p> <p>2. WESD P.E. Art and Band/Orchestra teachers will provide weekly lessons delivered by WESD certified teachers, with at least one 30-minute lesson in each area each week.</p>	Google Classroom	Common Formative Assessments and checks for understanding are embedded into live or recorded learning experiences and in the related materials.	<p>1. End-of-unit tests, once every 4-6 weeks, depending on the unit. These could be delivered orally during a live, distance learning class.</p> <p>2. WESD quarterly summative assessments for band/orchestra, art and P.E.</p>
9-12	N/A	N/A	N/A	N/A

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

	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
9-12	N/A	N/A	N/A	N/A

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

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. WESD will provide in person and virtual learning for all K-8 students receiving services under an IEP, delivered by the designated teacher(s): the general education teacher, the LD Resource teacher, the self-contained special education teacher and/or the related services provider(s), as described in each student’s IEP. 2. WESD district and school instructional coaches for special education and certified special education teachers and service providers have identified and added suggested modifications and accommodations to each WESD grade level lesson plan for all content areas to meet the needs of students with disabilities in the general education classroom. 3. WESD district and school instructional coaches for special education and certified special education 	<ol style="list-style-type: none"> 1. Jeanne Koba, Director of Special Services, District level Special Services Team, Special Education Teachers and Service Providers 2. Jeanne Koba, Director of Special Services 3. Jeanne Koba, Director of Special Services 	<ol style="list-style-type: none"> 1. Daily instruction for the full number of minutes and the instructional delivery model described in the student’s IEP. 2. Accommodations and modifications will be incorporated into daily lesson plans. 3. Daily delivery of lesson plans for the required number of minutes. 	<ol style="list-style-type: none"> 1. Class schedules, student attendance records and documentation of student growth as documented in each student’s IEP Progress report and supported by progress monitoring data by student. 2. Written lesson plans, lists of suggested accommodations and modifications by subject area and grade level. 3. Written lesson plans and IEP documentation.

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<p>teachers and service providers have written grade level lesson plans for distance learning, specifically designed to meet the needs of students with more severe disabilities in special education instructional settings.</p> <p>4. WESD Special Services department staff will deliver to students' homes any adaptive equipment and associated materials needed or required by a student's IEP.</p> <p>5. WESD Special Services department staff and school administrators and special education staff will work with families of students with disabilities to schedule evaluations, IEP and MET meetings virtually, with home language translation provided, as needed.</p> <p>6. WESD Special Services will provide a total of 360 minutes over three days of in-person specially designed instruction to meet the needs of each preschool special education student, as determined by IEP teams to provide FAPE. Each student will receive two days of in-person instruction and one</p>	<p>4. Jeanne Koba, Director of Special Services</p> <p>5. Jeanne Koba, Director of Special Services</p> <p>6. Jeanne Koba, Director of Special Services.</p>	<p>4. Delivery to be completed before the start of distance learning and then throughout the school year, as needed.</p> <p>5. As required by student needs, family requests and current IEPs.</p> <p>6. Two days of in-person and one day of at-home learning for a total of 360 minutes over three days of in-person instruction.</p>	<p>4. Special Services department records of inventory, check-out, delivery and purchase orders.</p> <p>5. IEP / MET meeting and evaluations schedule at district and at each school.</p> <p>6. Special Needs Pre-school class schedules, written lesson plans, written descriptions of at-home learning activities, student attendance records.</p>
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<p>day of learning/activity opportunities designed based on each student's needs as described in their IEP and provided to families to be completed at home.</p> <p>7. WESD will meet preschool child find obligations virtually and in-person according to CDC guidelines for safety.</p> <p>8. WESD will provide the option of daily, in-person learning environments, as determined by IEP teams to provide FAPE, for self-contained autism at three schools (Cactus Wren, K-2; John Jacobs, 3-5; Royal Palm, 6-8) and for self-contained developmental at Sweetwater.</p>	<p>7. Jeanne Koba, Director of Special Services</p> <p>8. Jeanne Koba, Director of Special Services</p>	<p>7. Frequency per child find obligations.</p> <p>8. Daily</p>	<p>7. Child find records and documentation.</p> <p>8. Class schedules, student attendance records, written lesson plans.</p>
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Process for Implementing Action Step

In all cases we will: follow individual student IEPs, follow health and safety guidelines (handwashing, social distancing , mask wearing when possible), track and document student progress

Virtual Instruction: Lesson plans will be developed and suggested modifications and accommodations for each of the grade level lesson plans will be added to the standard plans so as to meet the needs of students with special education needs. Each special education teacher will adjust the lessons to meet individual student's IEP needs, special education teachers will have access to all grade level lesson plans and activities. Teams of special education teachers will develop virtual lesson plans and associated activities for students with more severe disabilities. Where equipment and or materials are needed/required will be provided to parents either by drop off or parent pick up to allow students access to needed equipment and materials so as to access their education and IEP services. Related services will be provided virtually to the greatest extent possible for services which it is not possible (for example O&M) services will be made up as soon as we are able to provide services in person.

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Depending upon IEP teams' determination that in-person learning is required to provide FAPE, WESD will provide special needs preschool students two days of in-person instruction and one day of learning/activity opportunities designed based on each student's needs as described in their IEP and provided to families to be completed at home, for a total of 360 in-person minutes over three days.

IEP and MET meetings will be held virtually until such time as it is safe to hold them in person.

Evaluations and preschool child find obligations will be completed both virtually as well as in person. Strict guidelines have been put in place to ensure that this is done following CDC guidelines.

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
<p>1. WESD EL Program Coordinator, district instructional specialists and certified SEI teachers developed a detailed instructional plan for distance learning, designed to support classroom teachers in meeting the needs of all English Learner students (K-8), including: a. A K-5 instructional plan for required 120 minutes of ELD Daily; and b. A 6-8 instructional plan for required 100 Minutes of ELD Daily.</p> <p>2. WESD SEI teachers will utilize Google Classroom and Google Meets to deliver daily</p>	<p>1. Cathy Gentry, EL Program Coordinator</p> <p>2. Lori Mora, Assistant Superintendent of Academic</p>	<p>1. Daily ELD Instruction for required number of minutes.</p> <p>2. Daily ELD Instruction for a required number of minutes.</p>	<p>1. Identified District Priority Standards for K-8 curriculum and instructional plan for scheduled online synchronous and/or asynchronous instruction and learning</p> <p>2. Written ELD lesson plans for the language domains.</p>

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<p>minutes of instruction related to ELL language domains (Reading, Writing, Speaking, Listening, and Vocabulary).</p> <p>3. WESD EL Program Coordinator will determine how other content will be delivered in a distance learning environment, including: reading intervention, gifted services and by other designated providers of ELD service minutes.</p> <p>4. WESD EL Program Coordinator, in collaboration with school administrators and instructional coaches, will ensure consistency across WESD in lesson plans that address the priority standards, concepts, and skills for EL students. In addition, the EL Coordinator will work with school administrators and instructional coaches to support teachers in the differentiation of instruction to meet the language needs of EL students in all content areas.</p> <p>5. WESD will determine what compensatory education options are available and reasonable for English Learners (Afterschool; Fall</p>	<p>Services, Cathay Gentry, EL Program Coordinator.</p> <p>3. Cathy Gentry, EL Program Coordinator</p> <p>4. Cathy Gentry, EL Program Coordinator and School Principals</p> <p>5. Lori Mora, Assistant Superintendent of Academic Services and Cathy Gentry, EL Program Coordinator</p>	<p>3. As needed.</p> <p>4. Daily instruction.</p> <p>5. As needed.</p>	<p>3. Written instructional plans and records showing EL students' access to reading intervention, gifted services and by other designated service plans.</p> <p>4. Written lesson plans demonstrating priority standards, concepts and skills for EL students and differentiation strategies to meet their needs.</p> <p>5. Compensatory education plans, schedules and records.</p>
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<p>Break; Spring Break; Summer School)</p> <p>6. For Dual Enrolled Students: WESD will ensure that dual enrolled students receive the IIEP minutes as described in current IEP and the EL minutes required by coordination of planned scheduled synchronous and/or asynchronous instruction and learning.</p>	<p>6. Jeanne Koba, Director of Special Services</p>	<p>6. Ongoing.</p>	<p>6. IEP records for dual enrolled students and lesson plans for classes in which they participate</p>
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Process for Implementing Action Step

WESD will utilize Google Classroom and Google Meets to deliver daily minutes for synchronous learning related to ELL language domains (Reading, Writing, Speaking, Listening, and Vocabulary). EL Coordinator will determine how other content will be delivered virtually, such as reading intervention, gifted services, and the designated providers of ELD service minutes. EL Coordinator in collaboration with school administrators and instructional coaches will ensure consistency across WESD in lesson plans that address the priority standards, concepts, and skills for EL students. In addition, the EL Coordinator will work with school administrators and instructional coaches to support teachers in the differentiation of instruction to meet the language needs of EL students in all content areas. WESD will determine what compensatory education options are available and reasonable for English Learners (Afterschool; Fall Break; Spring Break; Summer School). For Dual Enrolled Students: WESD will ensure that dual enrolled students receive the IIEP minutes as described in current IEP and the EL minutes required by coordination of planned scheduled synchronous and/or asynchronous instruction and learning.

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	✓	✓	✓	✓	N/A
	Packet of Social and Emotional Topics	✓	✓	✓	✓	N/A
	Online Social Emotional videos	✓	✓	✓	✓	N/A
	Parent Training	✓	✓	✓	✓	N/A
	Other:					N/A

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone					
	Webcast					
	Email/IM					
	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
<p>1. WESD will enhance the current, systemic district approach to monitoring, assessing and addressing student and family needs (by school teams, including certified social workers), to adapt to demands of the distance-learning environment, including: a. Outreach to families prior to the start of school; b. Support for schools to define and develop social-emotional goals and behavior expectations; c. Assessment plan for identifying and monitoring the social and emotional needs of staff and students.</p> <p>2. A WESD committee of certified Social Workers and Teachers have designed opening week social emotional</p>	<p>1. Dorothy Watkins, Director of Social Services</p> <p>2. Dorothy Watkins, Director of Social Services</p>	<p>1. Daily and as needed.</p> <p>2. Sessions and activities pre-planned for utilization during the first week of school.</p>	<p>1. Social Services referral forms and documentation of delivery of services.</p> <p>2. Written plan of social emotional sessions and activities.</p>

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<p>sessions and activities for classroom teachers to use to build classroom relationships and meet students' social emotional needs and create emotionally and academically safe classrooms and school environments, for distance and in-person learning. Aspects of this plan include support for teachers to prioritize relationship building and positive interaction strategies with students and to implement consistent and predictable classroom routines, virtually and in person. This plan identifies for teachers the following principles to follow when establishing routines and procedures for distance learning: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment of student voice and choice, and thoughtful consideration of cultural, historical and gender dynamics.</p> <p>3. A WESD committee of certified social workers and teachers have designed professional development support for teachers to provide social emotional learning opportunities for students, including guidance for: a. Teaching SEL skills through modeling and integrated</p>	<p>3. Dorothy Watkins, Director of Social Services</p>	<p>3. On-going PD support starting during pre-week (August 3-7).</p>	<p>3. Written PD plans, records of teacher participation, direct observation of social emotional lessons</p>
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<p>instruction; b. Creating and providing opportunities for students to practice SEL skills, focusing on stress-management, communication and listening skills, collaboration, and help-providing and help-seeking behaviors; and c. Providing opportunities to elevate student voices in reflecting on the previous school closure and in school planning</p> <p>4. In preparation for distance learning, WESD district and school social workers developed protocols for assessing and addressing student and family needs that might have resulted from adverse experiences from the pandemic. Protocols include specific guidance, such as: a. Assume that all students are in need of some level of support; b. Offer in person and virtual sessions to support individual and groups of students; c. Provide all students the opportunity to process their feelings and emotions (as appropriate for age group); and d. Ensure all contact information for families is current for effective communication.</p>	<p>4. Dorothy Watkins, Director of Social Services</p>	<p>4. On-going support, weekly check-ins.</p>	<p>4. Social Services referrals; documentation of social emotional support sessions for individuals and groups of students.</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>Unit Tests</p> <ul style="list-style-type: none"> ● The teacher will differentiate the lessons to meet all students’ needs. ● Teachers will provide unit tests with the online class lessons. ● Students will be required to complete these unit tests. ● Teachers will review the data from the unit tests to determine mastery of the content. 	<ul style="list-style-type: none"> ➤ Teacher Committee - prepared the online lessons for our teachers. ➤ Teachers - teaching the lessons, administering synchronous assessments and preparing asynchronous assessments. (Classroom teachers, Interventionists, Reading specialists, Gifted teachers, Special Education teachers) ➤ Students 	<ul style="list-style-type: none"> ➤ During the lesson to check comprehension of the content and adjust teaching practices. ➤ At the completion of a unit to check mastery. 	<p>The evidence of implementation of all these assessments will be the data collected, reported out and used for decision-making for teacher practices and to assign interventions..</p>
<p>Acadience Reading Inventory (Grades K-3 and 4-6 if needed)</p> <ul style="list-style-type: none"> ● Reading specialists and teachers will administer this assessment with an online version. ● Students will be required to take the assessment. ● Teachers will review the data in conjunction with Reading Specialists provide for students’ reading needs. 	<ul style="list-style-type: none"> ➤ Reading Specialist and teachers - administer the assessment and enter data in Acadience Data Management system. ➤ Assessment & Evaluation division - provide the test data. ➤ Teachers - adjust their teaching practices based on the data. (Classroom teachers, Interventionists, 	<p>Three times a year:</p> <ul style="list-style-type: none"> ➤ Pre-Test is administered in mid-September ➤ Mid-test is administered in early December ➤ End of Year-Test is administered in Early May 	

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	<p>Reading specialists, Gifted teachers, Special Education teachers).</p> <ul style="list-style-type: none"> ➤ Students 		
<hr/> <p>95% PSI/PASI Reading Inventory (Grades K-3)</p> <ul style="list-style-type: none"> ● Academic Intervention Specialist (AIS) will administer the assessment. ● Students will be required to take the assessment. ● Teachers will review the data in conjunction with AIS' assign interventions necessary for students. 	<hr/> <ul style="list-style-type: none"> ➤ AIS - administer the assessment and enter data in Acadience Data Management system. ➤ Assessment & Evaluation division - provide the test data. ➤ Students 	<hr/> <ul style="list-style-type: none"> ➤ Once a year at the beginning of the school year (This year the end of August) 	
<hr/> <p>IRI Reading Inventory (Grades 1-3)</p> <ul style="list-style-type: none"> ● AIS will administer the assessment. ● Students will be required to take the assessment. ● Teachers will review the data in conjunction with AIS' assign interventions necessary for students. 	<hr/> <ul style="list-style-type: none"> ➤ AIS - administer the assessment and enter data in Acadience Data Management system. ➤ Assessment & Evaluation division - provide the test data. ➤ Students 	<hr/> <p>Three times a year:</p> <ul style="list-style-type: none"> ➤ Pre-Test is administered in mid-October (After Acadience and PSI) ➤ Mid-test is administered in mid-December ➤ End of Year-Test is administered in Mid-May 	
<hr/> <p>SchoolCity- WESD AZ Standards Assessment (Grades 4-8)</p> <ul style="list-style-type: none"> ● For ELA, MATH, SCIENCE students will be required to 	<hr/> <ul style="list-style-type: none"> ➤ Instructional Coaches - administer the assessment 	<hr/> <p>Three times a year:</p> <ul style="list-style-type: none"> ➤ Pre-Test is administered in late September/early October 	

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<p>complete the CFAs and MATH modules online.</p> <ul style="list-style-type: none"> Teachers will use this data to see if students are mastering the content to guide their teaching practices. Teachers will differentiate the learning material appropriately to meet the needs of their students. 	<ul style="list-style-type: none"> ➤ Assessment & Evaluation division - provide the test data ➤ Teachers - adjust their teaching practices based on the data. (Classroom teachers, Interventionists, Reading specialists, Gifted teachers, Special Education teachers) ➤ Students 	<ul style="list-style-type: none"> ➤ Mid-test is administered in early December ➤ End of Year-Test is administered in Early May 	
<p>Writing (Grades K-8)</p> <ul style="list-style-type: none"> For WRITING students will be required to complete a writing prompt. Teachers will use this data to see if students are mastering the content to guide their teaching practices. Teachers will differentiate the learning material appropriately to meet the needs of their students. 	<ul style="list-style-type: none"> ➤ Teachers - administer the assessment and adjust their teaching practices based on the data. (Classroom teachers, Interventionists, Reading specialists, Gifted teachers, Special Education teachers) ➤ Assessment & Evaluation division - provide the test data ➤ Students 	<ul style="list-style-type: none"> ➤ Pre-Test is administered in late September/early October (after the MATH Module) ➤ Mid-test is administered in late February ➤ End of Year-Test is administered in Early May 	

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.*

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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			
1-3	Grade 3 SchoolCity - Math Modules	Grade 3 - Online	09/22/2020
4-6	Math Modules (SchoolCity) SchoolCity - WESD AZ Standards Assessment	Online Online	Math Modules - SC Pre- 09/22/2020 SC Mid - 12/07/2020 SC EOY - 5/10/2020
7-8	Math Modules (SchoolCity) SchoolCity - WESD AZ Standards Assessment	Online Online	Math Modules - SC Pre- 09/22/2020 SC Mid - 12/07/2020 SC EOY - 5/10/2020
9-12	N/A	N/A	N/A

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	AZELLA - ADE/PEARSON Acadience	AZELLA - In-person Acadience - (Pending Online Version)	AZELLA - ADE guidance Acadience - 09/21/2020
1-3	Acadience Grade 3 CFAs (SchoolCity) Grade 3 SchoolCity - WESD AZ Standards Assessment	AZELLA - In-person Acadience - (Pending Online Version) Grade 3 - CFA, Online Grade 3 - SC Online	CFA - SC Pre- 09/22/2020 SC Mid - 12/07/2020 SC EOY - 5/10/2020
4-6	CFAs (SchoolCity) SchoolCity - WESD AZ Standards Assessment	Online Online	CFA - SC Pre- 09/22/2020 SC Mid - 12/07/2020 SC EOY - 5/10/2020
7-8	CFAs (SchoolCity) SchoolCity - WESD AZ Standards Assessment	Online Online	CFA - SC Pre- 09/22/2020 SC Mid - 12/07/2020 SC EOY - 5/10/2020
9-12	N/A	N/A	N/A

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).

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.

In accordance with Executive Order 2020-51, WESD will offer on-site support for students, following CDC guidelines.