

## Charter Holder Information

Charter Holder Name	Claudia Ramos	Charter Holder Entity ID	79569
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Debra Petersen		
Representative Telephone Number	623-245-1500		
Representative E-Mail Address	dpetersen@premierhighschool.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
Premier High School	79570	078939201

## Distance Learning Background Information

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

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

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

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

How many instructional days will the charter school operate for School Year 2020-2021?	181
How many instructional days did the charter school operate for School Year 2019-2020?	181

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

Estimated Enrollment for FY 2021	235	Start Date for Distance Learning	8/11/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	75	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	160
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 <u>8/17/2020</u> for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input checked="" type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input type="checkbox"/> 5. Other (Please explain below)		
	If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:		

Premier High School will offer two learning options to students: a hybrid approach or an online course model.

Premier’s hybrid approach will have students scheduled to be on campus 2-3 days per week and online with synchronous learning the remaining 2 days. For example, half of the students will attend Monday/Wednesday and some Fridays in person and half of the students will attend Tuesday/Thursday and some Fridays in person with both groups attending synchronous online instruction from home during their offsite days. Instruction will take place Monday-Friday during regularly scheduled hours and class times.

Premier’s online course option will enable students to access online Edgenuity coursework with the direct support of a Premier teacher. The online course platform is accessible 24 hours per day and students will be assigned courses based on the completion of a credit analysis and benchmark performance data.

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

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

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

- a. Describe how the charter school will track attendance for students attending remotely, whether full time or intermittently. The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:
- Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
  - Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
  - Daily assignments completed and submitted by the student.
  - A parent attestation of documentation of time spent on educational activities.

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> <li>• Students will be expected to report to the online classes via livestreamed synchronous lessons during their scheduled class time for the hybrid model</li> <li>• Attendance will be taken with a check in at the start of class and by downloading an attendance report at the end of the livestreamed lesson</li> <li>• Students that are not present during the livestreamed lesson during the scheduled class time will be marked absent.</li> <li>• Teachers will report/submit their attendance utilizing Premier's SIS SchoolMaster by the end of each class session per normal operating procedures</li> <li>• Premier's Attendance Clerk will check for attendance submission during each scheduled course session</li> <li>• Attendance patterns and trends will be monitored by the Attendance Clerk and administration</li> <li>• Calls will be made daily to any student that is absent through the school's autodialer</li> <li>• Additional calls will be made by support staff members to students demonstrating concerning attendance patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are responsible for taking and submitting course attendance in SchoolMaster for each of their scheduled classes throughout the day</li> <li>• The attendance clerk is responsible for checking to ensure that attendance is submitted for each scheduled course and monitoring absence trends and patterns</li> <li>• The school's administration will monitor the school's autodialer reports to ensure that absent student's parent/guardian is called to report an absence</li> <li>• The attendance clerk will enter any reported excused absences into Premier's SIS as they occur</li> <li>• Administration will receive daily/weekly reports from the attendance clerk and autodialer. Administration will ensure that support staff make attendance phone calls as needed to check on students demonstrating concerning attendance trends</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance will be taken/recorded in SchoolMaster for each course daily</li> <li>• Attendance records will be checked daily</li> <li>• Autodialed phone calls will occur daily for any unexcused absence</li> <li>• Additional phone calls will be made daily/weekly for students demonstrating concerning attendance patterns as needed</li> <li>• Monitoring of attendance reports and autodialed calls will occur daily</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance reports from SchoolMaster can be generated as evidence of attendance data entry/submission</li> <li>• Autodialer reports can be generated as evidence of autodialers</li> <li>• Call logs/notes will be kept as evidence of support staff phone calls regarding concerning attendance patterns</li> <li>• Edgenuity course login reports will serve as evidence of course attendance for the online course platform</li> </ul>

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<ul style="list-style-type: none"> <li>Attendance for the online course platform option will be documented through student login reports and online assignment completion and submission</li> </ul>			
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*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
<ul style="list-style-type: none"> <li>Premier will utilize its website as a communication hub for information with the main page delivering general updates/messages to parents/students; the principal’s page delivering updates/messages from the principal; and teachers’ pages relaying messaging directly related to their classrooms</li> <li>School newsletters will be published and posted on the school’s website <a href="http://www.premierhighschool.com">www.premierhighschool.com</a></li> <li>Students will receive livestreaming synchronous lessons daily through Microsoft Stream to ensure the maximum amount of direct communication between students and teachers</li> <li>Teachers will host additional daily office hours from 7:30-8:00am and 3:02-4:00pm for students and parents to communicate via telephone and video chats as needed</li> <li>The Remind application will be utilized to send daily class</li> </ul>	<ul style="list-style-type: none"> <li>Premier’s charter representative and principal will be responsible for ensure that the school’s website is updated regularly with various communications</li> <li>Premier’s principal will publish regular newsletters on the school’s website and send them out via eblasts to parents/guardians</li> <li>Premier’s principal will oversee the daily implementation of livestreamed class lessons</li> <li>Premier’s principal will oversee the daily implementation of teacher office hours</li> <li>Premier’s principal will oversee the daily implementation of class messaging through Remind</li> <li>Premier’s principal and teachers will be responsible for ensuring ongoing communication with students and parents/guardians related to class learning</li> <li>Teachers will be responsible for sending bi-weekly progress</li> </ul>	<ul style="list-style-type: none"> <li>The school’s website will be updated weekly at minimum with ongoing communications</li> <li>Newsletters will be published on the school’s website and sent out via eblasts through School Messenger monthly with ongoing updates</li> <li>Livestreamed lessons will occur daily, Monday-Friday during regularly scheduled course times</li> <li>Teacher office hours will occur daily from 7:30-8:00am and 3:02-4:00pm</li> <li>Remind class messages will occur daily</li> <li>Progress reports will be sent via Class Teams, Remind and e-mail bi-weekly</li> <li>Help sessions will be scheduled daily/weekly as needed</li> <li>Monitoring of attendance, health and safety, student performance and other applicable reports will occur daily</li> </ul>	<ul style="list-style-type: none"> <li>The school’s website <a href="http://www.premierhighschool.com">www.premierhighschool.com</a> will have archives of communications along with current messaging</li> <li>Pdf files of newsletters, the school’s website archive and SchoolMessenger logs will provide evidence of newsletter communication</li> <li>Microsoft Class Teams will provide evidence of livestreamed lessons as posted on Stream</li> <li>Teacher office hour logs can provide evidence</li> <li>Remind messaging logs will show daily teacher communications</li> <li>Progress reports files and communications logs will demonstrate evidence of bi-weekly progress reports</li> <li>Attendance reports, daily health and safety check logs, SchoolMaster gradebook logs, Remind logs, and progress reports can serve as evidence of monitoring</li> </ul>

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<p>messages and updates to students/parents</p> <ul style="list-style-type: none"> <li>• Students will have a school generated e-mail address that is linked to their online classroom for communication in addition to the direct messaging through the online class platform</li> <li>• Parents/guardians will have the opportunity to receive daily/weekly updates through the online classroom platform to report assignments and student progress</li> <li>• By-weekly progress reports will be e-mailed and sent through Remind to keep students and parents/guardians up to date about learning progress</li> <li>• Additional help sessions will be scheduled for students to come into school as needed</li> <li>• Attendance, health and safety and student performance reports will be monitored daily/weekly to ensure learning progress and communicate with students and parents/guardians as needed</li> </ul>	<p>reports to students and parents/guardians</p> <ul style="list-style-type: none"> <li>• Teachers will be responsible scheduling help sessions for students as needed</li> <li>• The administrative team at Premier will monitor various reports related to attendance, health and safety, student performance to take any necessary actions</li> </ul>		
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### Teacher and Staff Expectations and Support (1.a.ii)

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> <li>• Teachers will prepare online lessons to be livestreamed Monday-Friday for their scheduled courses</li> </ul>	<ul style="list-style-type: none"> <li>• The principal will be responsible for ensuring that teachers prepare/deliver livestreamed lessons and monitor student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Livestreamed lessons will be conducted daily</li> <li>• Teacher office hours will be provided daily</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft Class Teams will provide evidence of recorded livestreamed lessons, learning tasks and classroom communications</li> </ul>

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<ul style="list-style-type: none"> <li>School will be conducted during the regularly scheduled times from 8:00am-3:02pm Monday-Friday with extra support for students through video calls and messaging</li> <li>Teachers will host virtual office hours daily from 7:30am-8:00am and 3:02-4:00pm</li> <li>Support staff will complete assigned tasks during their scheduled hours from 7:30am-4:00pm Monday-Friday</li> <li>Microsoft Office 365 will be utilized for e-mail, Teams meetings and shared documents through OneDrive and SharePoint</li> <li>Weekly staff meetings, support staff meetings and instructional staff meetings will occur via Microsoft Teams</li> <li>All staff members will be given assigned tasks to complete during school operating hours 7:30am-4:00pm</li> </ul>	<ul style="list-style-type: none"> <li>The principal will monitor teacher office hours and ensure that regular effective communication is taking place</li> <li>Administration will conduct provide agendas and conduct regularly scheduled/calendared meetings via Microsoft teams</li> <li>Administration will oversee assigned staff members for task completion</li> <li>Administration will oversee team meetings and shared documents</li> <li>Administration will schedule, host and provide agendas for various meetings</li> <li>Administration will monitor and track staff member task assignments and completion</li> </ul>	<ul style="list-style-type: none"> <li>All school supports and activities will be provided virtually Monday-Friday during regular operating hours from 7:30am-4:00pm as calendared</li> <li>Various staff meetings will be conducted weekly using the Microsoft Teams video platform</li> <li>Staff members will complete assigned tasks through virtual platforms using Microsoft Office 365, SchoolMaster, Remind and other sources as applicable</li> </ul>	<ul style="list-style-type: none"> <li>Webclock will be used to track work hours for staff members</li> <li>Teacher office hour logs can serve as evidence of students/parents/guardians that took part in office hours</li> <li>Support staff project/task completion tracking sheets/reports can serve as evidence of work</li> <li>Meeting agendas will serve as evidence of various meetings along with e-calendar invites</li> <li>Work products and reports will serve as evidence of task completion</li> </ul>
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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
<ul style="list-style-type: none"> <li>Return to work policies and procedures will be communicated prior to the start of the school year</li> <li>Special trainings will occur related to safety, daily health screenings, social emotional health, mitigating the spread</li> </ul>	<ul style="list-style-type: none"> <li>The charter representative and principal will be responsible for return to work policy communication</li> <li>The charter representative and principal will be responsible for scheduling any special trainings prior to the start of</li> </ul>	<ul style="list-style-type: none"> <li>Return to work policies and procedures will be communicated once at the start of the year and reviewed quarterly as needed</li> <li>Special trainings will occur at once the start of the year and additional supplemental</li> </ul>	<ul style="list-style-type: none"> <li>Policy and procedures documents and sign-in sheet from meetings will serve as evidence</li> <li>Sign-in sheets will serve as evidence for all special trainings</li> </ul>

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<p>of communicable diseases and new policies and procedures prior to the start of the school year</p> <ul style="list-style-type: none"> <li>• New leave and reporting procedures/protocols related to the pandemic will be communicated and disseminated for all staff members</li> <li>• Weekly meetings will be calendared and scheduled by Premier’s administrative team for the entire staff with agendas related to ongoing needs</li> </ul>	<p>the year and additional trainings throughout the year to support employees</p> <ul style="list-style-type: none"> <li>• The charter representative and principal will be responsible for communicating and disseminating all leave and reporting procedures</li> <li>• Administration will calendar, schedule and conduct weekly staff meetings to ensure regular communication throughout the year</li> </ul>	<p>trainings will occur monthly or more often if needed</p> <ul style="list-style-type: none"> <li>• New leave and reporting procedures will be communicated once at the start of the year and reviewed at weekly staff meetings</li> <li>• Weekly meetings will occur weekly throughout the year, including summer for 12-month employees</li> </ul>	<p>Employee signature receipts of new leave and reporting procedures will serve as evidence</p> <ul style="list-style-type: none"> <li>• Weekly meeting calendar invitations and agendas/meeting notes will serve as evidence</li> </ul>
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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
<ul style="list-style-type: none"> <li>• Initial orientation and return to work training will occur August 3-August 7, 2020</li> <li>• Weekly staff meetings will include additional training on the agendas as needed</li> <li>• Monthly professional development sessions will be calendared for topics related to school-wide initiatives</li> <li>• Instructional staff meetings will include a mini-professional development related to trend data from classrooms</li> <li>• Safety trainings will be conducted quarterly at minimum</li> <li>• Job-embedded trainings related to virtual instruction and hybrid learning structures</li> </ul>	<ul style="list-style-type: none"> <li>• The charter representative and principal will be responsible for calendaring, scheduling and hosting or providing various trainings during back-to-school orientation</li> <li>• Administration will add trainings to weekly agendas as needed</li> <li>• Premier’s principal will calendar, and host monthly professional development sessions related to school-wide initiatives</li> <li>• Premier’s principal will calendar and host mini professional development sessions during instructional staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Back-to School Orientation will occur August 3-7<sup>th</sup>, 2020</li> <li>• Weekly staff meetings will occur on a weekly basis</li> <li>• Monthly professional development sessions related to school-wide initiatives will occur once per month</li> <li>• Instructional staff meetings will occur bi-weekly at minimum</li> <li>• Safety trainings will occur quarterly at minimum</li> <li>• Job-embedded training related to virtual instruction and hybrid learning will occur weekly through a variety of existing structures</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in sheets for orientation will serve as evidence of attendance</li> <li>• Weekly staff meeting agendas and calendar invites will serve as evidence</li> <li>• Sign-in sheets will serve as evidence of monthly professional development sessions</li> <li>• Sign-in sheets will serve as evidence on instructional staff meetings</li> <li>• Sign-in sheets, calendared events and work products will serve as evidence of job-embedded trainings</li> </ul>



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<p>will be ongoing through meetings, study teams (PLCs) and webinars</p>	<ul style="list-style-type: none"> <li>• The charter representative and principal will schedule and conduct quarterly safety trainings</li> <li>• Premier’s principal will schedule additional job-embedded training opportunities related to virtual and hybrid learning structures</li> </ul>		
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**List Specific Professional Development Topics That Will Be Covered**

<p>Return to School/Work Procedures          Cleaning &amp; Sanitation          COVID Control and Prevention          National School Lunch Program          Civil Rights          Safety Protocols-Fire drills, Lockdowns, Emergency Procedures          Microsoft Class Teams Implementation          CPR and First Aid          Social Emotional Awareness          Virtual and Hybrid Learning Structures          Student Attendance Protocols          iPad Devices and SMART boards          Edgenuity Course Technology          Edgenuity’s My Path Intervention Resources          Best Practices for Livestreaming Lessons          Arizona Teacher Virtual Institute          Student Engagement in a Virtual Environment          Social Emotional Learning Structures          Data-Informed Decision-Making          Synchronous Learning and Livestreaming          Grading Structures in a Virtual Classroom Environment          Exceptional Student Services          Structured English Immersion Structures and English Language Development Strategies          Multi-Tiered Systems of Support          Universal Design for Learning          Technology Tools and Supports (Remind, OneDrive, Sharepoint, YouTube, Microsoft Teams)          Law Related Education          Intervention and Remediation          Additional topics will be based on trend data</p>
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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
<b>What was Used to Establish Need?</b>			
Questionnaire	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	X
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X		
Supplemental Utility Support (Internet)			
Other:			
<b>When will stakeholders have access to IT Support Availability?</b>			
Traditional School Hours	X	X	X
Extended Weekday Hours	X		
24/7 Support			
Other:			

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

a. In the tables below, **list** the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>1-3</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>4-6</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>7-8</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>9-12</i>	<i>Direct instruction will occur for Math via in-person and Microsoft Class Teams for the hybrid model; Coursework for the online Math courses will be delivered via the Edgenuity online platform</i>	<i>A standards-based curriculum will be utilized for direct instruction in the hybrid model for Math; Edgenuity courseware will be used for online Math course instruction</i>	<i>Daily formative assessments will be implemented during synchronous learning in the hybrid model for Math, such as strategic questioning, discussions, graphic organizers, think-pair-share, and exit tickets; Edgenuity’s course platform has built in formative quizzes and check-ins for the online Math courses</i>	<i>Weekly summative assessments such as, quizzes, chapter tests, mathematical work products and end of course tests will be implemented in Math for the hybrid model; chapter course tests and work products are built into the Edgenuity online Math courses</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>1-3</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

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4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	<i>Direct instruction will occur for ELA via in-person and Microsoft Class Teams for the hybrid model; Coursework for the online ELA courses will be delivered via the Edgenuity online platform</i>	<i>A standards-based curriculum will be utilized for direct instruction in the hybrid model for ELA; Edgenuity courseware will be used for online ELA course instruction</i>	<i>Daily formative assessments will be implemented during synchronous learning in the hybrid model for ELA, such as strategic questioning, discussions, graphic organizers, think-pair-share, and exit tickets; Edgenuity's course platform has built in formative quizzes and check-ins for the online ELA courses</i>	<i>Weekly summative assessments such as, quizzes, essays, unit and comprehension tests, work products and end of course tests will be implemented in ELA for the hybrid model; unit course tests and work products are built into the Edgenuity online ELA courses</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	N/A	N/A	N/A	N/A
1-3	N/A	N/A	N/A	N/A
4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	<i>Direct instruction in Science will occur via in-person and Microsoft Class Teams for the hybrid model; Coursework for the online Science courses will be delivered via the Edgenuity online platform</i>	<i>A standards-based curriculum will be utilized for direct instruction in the hybrid model for Science; Edgenuity courseware will be used for online Science course instruction</i>	<i>Daily formative assessments will be implemented during synchronous learning in the hybrid model for Science, such as strategic questioning, discussions, graphic organizers, think-pair-share, and exit tickets; Edgenuity's course platform has built in formative quizzes and check-</i>	<i>Weekly summative assessments such as, quizzes, unit tests, work products and end of course tests will be implemented in Science for the hybrid model; chapter course tests and work products are built into the Edgenuity online Science courses</i>

			<i>ins for the online Science courses</i>	
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<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>1-3</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>4-6</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>7-8</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>9-12</i>	<i>Direct instruction will occur for all other content areas via in-person and Microsoft Class Teams for the hybrid model; Coursework for other online courses will be delivered via the Edgenuity online platform</i>	<i>A standards-based curriculum will be utilized for direct instruction in the hybrid model for other content areas Edgenuity courseware will be used for other online course instruction</i>	<i>Daily formative assessments will be implemented during synchronous learning in the hybrid model for other content areas, such as strategic questioning, discussions, graphic organizers, think-pair-share, and exit tickets; Edgenuity’s course platform has built in formative quizzes and check-ins for other online courses</i>	<i>Weekly summative assessments such as, quizzes, unit and comprehension tests, work products and end of course tests will be implemented in other content areas for the hybrid model; unit course tests and work products are built into the Edgenuity online courses</i>

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

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## 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
<ul style="list-style-type: none"> <li>• Premier’s ESS teacher will provide direct instruction and ESS service minutes in alignment with student IEPs for all ESS students through in-person and synchronous online lessons in a separate Microsoft ESS Class Team</li> <li>• Individual accommodations will be implemented and adjusted as needed for the online environment when an ESS student is scheduled for a synchronous online lesson</li> <li>• IEP and MET meetings will be held through video conferencing or social distanced in-person meetings in accordance with normal procedures and timelines</li> </ul>	<ul style="list-style-type: none"> <li>• Premier ESS teacher will provide direct instruction and oversee the implementation of IEP accommodations for ESS students</li> <li>• Premier’s principal will oversee the ESS program implementation and conduct weekly monitoring check-ins</li> </ul>	<ul style="list-style-type: none"> <li>• Daily in-person and synchronous online lessons will be provided to all ESS students</li> <li>• IEP minutes will be implemented weekly in accordance with each student’s plan</li> <li>• IEP and MET meetings will occur as needed through the year</li> <li>• Monthly ESS meetings will occur to discuss referred students or instructional concerns</li> </ul>	<ul style="list-style-type: none"> <li>• ESS lesson attendance reports from Microsoft Class Teams can serve as evidence for direct instruction and support for IEP minutes</li> <li>• ESS logs will provide evidence of implementation of support minutes in student IEP’s</li> <li>• Signature sheets and meeting notices will serve as evidence of IEP and MET meetings</li> <li>• ESS meeting agendas, monthly calendars and sign-in sheets will serve as evidence of ESS meetings</li> </ul>

### Process for Implementing Action Step

Premier’s ESS teacher will create the schedule and plan for implementation of ESS service minutes along with a calendar of IEP and MET meeting dates. Initial ESS training will occur during teacher orientation for all teachers prior to the start of school. Premier’s principal will calendar monthly ESS meetings and ensure availability for IEP and MET meeting windows. Daily classroom instruction will occur on the first day of school, August 11<sup>th</sup> along with ESS service minutes and continue throughout the year. The ESS plan will be monitored on a weekly basis by the principal through check-ins and observations.

*b. Describe how the charter school will ensure access and meet the needs of English learners*

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Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> <li>• Premier's ELL Support Teacher will provide direct instruction for EL pullout minutes in alignment with the Pull-Out SEI Model for all EL students through in-person and synchronous online lessons in a separate Microsoft EL Class Team</li> <li>• EL lesson plans will be implemented and adjusted as needed for the online environment when an EL student is scheduled for a synchronous online lesson</li> <li>• All classroom teachers that are responsible for a portion of the integrated ELD instruction will provide differentiated instruction as needed</li> <li>• AZELLA placement testing will occur within the first 30 days of the school year and ongoing for new enrollments as needed</li> <li>• AZELLA reassessment testing will occur in the spring</li> </ul>	<ul style="list-style-type: none"> <li>• EL Support Teacher will provide direct instruction for EL students during pull-out minutes</li> <li>• EL Coordinator will oversee the completion and implementation of the EL program</li> <li>• Principal will conduct weekly monitoring and oversight of the EL program throughout the year via checklists and observation protocols</li> <li>• EL Testing Coordinator will conduct the AZELLA placement testing and reassessment</li> </ul>	<ul style="list-style-type: none"> <li>• Daily in-person and synchronous online lessons will be provided to all EL students</li> <li>• ELD minutes will be implemented weekly in accordance with the SEI Pull-Out model</li> <li>• Monthly ESS meetings will occur to discuss referred students or instructional concerns</li> <li>• AZELLA testing will occur within 30 days of the start of the school year and ongoing for new enrollments</li> <li>• AZELLA Reassessment will occur during the spring testing window</li> </ul>	<ul style="list-style-type: none"> <li>• EL lesson attendance reports from Microsoft Class Teams can serve as evidence for direct instruction and support for ELD minutes</li> <li>• Mainstream classroom teacher lesson plans will provide evidence of implementation of integrated ELD minutes</li> <li>• Signature sheets and EL notices/forms in student's Cum files will serve as evidence of the SEI program implementation</li> <li>• AZELLA testing reports and logs will serve as evidence of AZELLA placement and reassessment testing sessions</li> </ul>

**Process for Implementing Action Step**

Premier's EL Coordinator and teacher will create the schedule and plan for implementation of ELD minutes. Initial SEI training will occur during orientation for all teachers prior to the start of school. Premier's principal will calendar AZELLA placement testing and reassessment windows. Daily classroom instruction will occur on the first day of school, August 11<sup>th</sup> along with implementation of ELD minutes and continue throughout the school year. The SEI program and ELD implementation will be monitored on a weekly basis by the principal using checklists and observation protocols.

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

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

		Kinder	1-3	4-5	6-8	9-12
<b>Social Emotional Learning</b>	Teacher Check-in	N/A	N/A	N/A	N/A	X
	Packet of Social and Emotional Topics	N/A	N/A	N/A	N/A	X
	Online Social Emotional videos	N/A	N/A	N/A	N/A	X
	Parent Training	N/A	N/A	N/A	N/A	
	Other:	N/A	N/A	N/A	N/A	

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					X
	Phone					X
	Webcast					X
	Email/IM					X
	Other:					

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> <li>Summer training will occur for Premier Social Worker and Principal on SEL Strategies and resources</li> <li>SEL training will occur for all teachers and staff members during orientation prior to the start of school</li> <li>A social emotional support page will be created with text and video resources as a part of Premier’s website</li> </ul>	<ul style="list-style-type: none"> <li>Premier’s principal will schedule for the Social Worker and the principal to attend CASEL’s training webinars on SEL</li> <li>Premier’s Social Worker will provide initial training to Premier teachers and staff members prior to the start of the year</li> <li>Premier’s Social Worker will create resources to be posted on the school’s website for SEL</li> </ul>	<ul style="list-style-type: none"> <li>Summer SEL training for the principal and social worker will occur once and then ongoing through weekly webinar provided by CASEL</li> <li>Initial teacher/staff training will occur prior to the start of the year and monthly refresher sessions will be conducted throughout the year</li> <li>Daily check-ins will be completed by teachers during</li> </ul>	<ul style="list-style-type: none"> <li>Webinar participation documents can serve as evidence of summer training</li> <li>Premier’s orientation schedule and sign-in sheets can serve as evidence of initial teacher/staff training</li> <li>Teacher call logs and video conferencing logs can serve as evidence of daily check-ins</li> <li>Social worker logs can serve as evidence of support sessions</li> </ul>



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<ul style="list-style-type: none"> <li>• Teacher check-ins will occur through in-person sessions, weekly phone calls, Remind messaging, and video support sessions</li> <li>• Premier’s Social Worker will schedule additional support webinars and meetings with individual students on a daily/weekly basis</li> <li>• Parent/student surveys will be conducted to monitor needed SEL support services throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will provide daily check-ins through in-person discussions/activities, phone calls, Remind messaging and video support</li> <li>• Daily and weekly support sessions will be scheduled by Premier’s Social Worker via phone, in-person, e-mail and video meetings using Microsoft Teams</li> <li>• Premier’s principal will monitor SEL implementation and add services as needed</li> </ul>	<p>regularly calendared school days</p> <ul style="list-style-type: none"> <li>• Support sessions will occur on a daily/weekly basis</li> <li>• Monitoring will occur on a daily basis</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring checklists and dates can serve as evidence of SEL support implementation for students</li> </ul>
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**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
<ul style="list-style-type: none"> <li>• Premier students will demonstrate course competency on summative assessments throughout the course such as, quizzes, essays, unit and comprehension tests, work products and end of course tests in the hybrid model</li> <li>• Edgenuity course assessments and end of course exams will require students to demonstrate course mastery</li> <li>• Additional supports, such as daily discussions during in-person and livestreams lessons, help sessions for intervention and remediation and diagnostic screeners to</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers will deliver content and administer course assessments in alignment with the district standardized curriculum for each course in the hybrid model</li> <li>• Teachers will administer custom district end of course assessments through ATI/Galileo in the hybrid model</li> <li>• Premier’s Curriculum and Assessment Coach will oversee the administration of ATI assessments</li> <li>• Premier’s Credit Recovery Program Manager will oversee the Edgenuity course implementation and provide ongoing support</li> </ul>	<ul style="list-style-type: none"> <li>• Course assessments will occur on a daily/weekly basis in alignment with instructional plans</li> <li>• End of course assessments will be conducted at the end of each 9 week course</li> <li>• Daily supports will be implemented to provide intervention and remediation</li> <li>• Edgenuity course assessments will occur on a daily/weekly basis in alignment with course modules in the platform</li> <li>• Premier’s School Improvement Team will meet at least monthly to monitor student course performance data</li> </ul>	<ul style="list-style-type: none"> <li>• SchoolMaster course gradebook records will provide evidence of course assessments and student performance</li> <li>• ATI/Galileo standard mastery reports by course will provide evidence of end of course assessments and student performance</li> <li>• Edgenuity student course performance records will provide evidence of student course mastery</li> <li>• School Improvement Team meeting agendas, sign-in sheets and the monthly calendar of events will provide evidence of student</li> </ul>

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<p>assist with identifying specific areas of need for both models</p> <ul style="list-style-type: none"> <li>Premier’s School Improvement Team will meet at least monthly to monitor data trends and create needed action plans</li> </ul>	<ul style="list-style-type: none"> <li>Premier’s principal and charter representative will meet monthly with the school’s improvement team to track student course performance data and create action plans</li> </ul>		<p>performance data monitoring and action planning</p>
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**Benchmark Assessments (1.a.vii)**

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given.

<b>Benchmark Assessments (Math)</b>			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>1-3</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>4-6</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>7-8</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>9-12</i>	<i>ATI Galileo Pretests and End of Course Assessments will be administered for all math courses provided through the hybrid model; Edgenuity Math end of course assessments will be administered through the online platform for students participating in the online model</i>	<i>Math Pretests and End of Course Assessments will be conducted using the ATI Galileo online portal during in-person sessions for the hybrid model; Edgenuity Math end of course assessments will be administered through the online platform</i>	<i>Math Pretests will be conducted within the first week of each 9-week term throughout the year (8/11-8/19; 10/14-22; 1/4-1/11; 3/22-3/30) for the hybrid model; End of Course Assessments will be conducted during the last week of each 9-week term (10/7-10/12; 12/14-12/17; 3/3-3/9; 5/12-5/19) for the hybrid model; Edgenuity Math end of course assessments will occur during the last day of the online course completion (varies according to completion timelines for each student)</i>

<b>Benchmark Assessments (ELA)</b>			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>1-3</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>4-6</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>7-8</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>9-12</i>	<i>ATI Galileo Pretests and End of Course Assessments will be administered for all ELA courses provided through the hybrid model; Edgenuity ELA end of course assessments will be administered through the online platform for students participating in the online model</i>	<i>ELA Pretests and End of Course Assessments will be conducted using the ATI Galileo online portal during in-person sessions for the hybrid model; Edgenuity ELA end of course assessments will be administered through the online platform</i>	<i>ELA Pretests will be conducted within the first week of each 9-week term throughout the year (8/11-8/19; 10/14-22; 1/4-1/11; 3/22-3/30) for the hybrid model; ELA End of Course Assessments will be conducted during the last week of each 9-week term (10/7-10/12; 12/14-12/17; 3/3-3/9; 5/12-5/19) for the hybrid model; Edgenuity ELA end of course assessments will occur during the last day of the online course completion (varies according to completion timelines for each student)</i>

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

Additional diagnostic screeners will be implemented for reading and math at the beginning, middle and end of the year as part of a new school-wide initiative using MyPath program resources from Edgenuity.

### 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.