

Distance Learning Plan Template for School Districts

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. School districts are required to submit a DLP to the Arizona Department of Education (ADE) prior to implementing distance learning. School districts may begin operating their DLP upon submission of the plan to ADE. Charter schools are required to use the template provided by the Arizona State Board for Charter Schools (ASBCS) and must submit their DLP as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

School Districts may make revisions to improve their DLP at any time, but must submit those changes to the ADE within 10 business days of any substantive revision. School districts should contact the ADE at EmergencyDL@azed.gov to revise their DLP.

A school district that has been approved to operate an AOI but plans to operate distance learning for students enrolled in a brick and mortar school must submit a DLP prior to beginning operations. School districts are required to submit a DLP to be eligible for the Governor's Enrollment Stability Grant Program.

Instructions

A school district that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ADE. School districts not utilizing the appropriate template will be required to revise and resubmit their plans. Plans not submitted in the template must wait to begin DL instruction until the plan is submitted in the approved template. The template is a Word document that must be completed in its entirety and submitted via email to EmergencyDL@azed.gov, as specified in communications from ADE.

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

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

Cartwright School District Distance Learning Plan 2020-2021

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

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

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

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	Cartwright School District #83	School District Entity ID	4282
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Ryan Anderson		
Representative Telephone Number	623-691-4066		
Representative E-Mail Address	Ryan.Anderson@csd83.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
Bret R. Tarver Elementary School	79283	07-04-83-122
Byron A. Barry School	5414	07-04-83-117
Cartwright Elementary School	5398	07-04-83-101
Charles W. Harris Elementary School	5405	07-04-83-108
Desert Sands Middle School	5406	07-04-83-109
Estrella Middle School	5411	07-04-83-114
Frank Borman Elementary School	5407	07-04-83-110

Cartwright School District Distance Learning Plan 2020-2021

G. Frank Davidson Elementary School	6032	07-04-83-120
Glenn L. Downs Elementary School	5399	07-04-83-102
Heatherbrae Elementary School	5409	07-04-83-112
Holiday Park Elementary School	5402	07-04-83-105
John F. Long Elementary School	5400	07-04-83-103
Justine Spitalny Elementary School	5401	07-04-83-104
Manuel "Lito" Pena Jr. Elementary School	81109	07-04-83-123
Marc T. Atkinson Middle School	78980	07-04-83-121
Palm Lane Elementary School	5412	07-04-83-115
Peralta Elementary School	5413	07-04-83-116
Raul H. Castro Middle School	89955	07-04-83-129
Starlight Park Elementary School	5404	07-04-83-107
Sunset Elementary School	5403	07-04-83-106
Tomahawk Elementary School	5415	07-04-83-118

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?	145* <i>Cartwright is meeting the minimum requirement for instructional hours per school year (>890)</i>
How many instructional days did the school district operate for School Year 2019-2020?	180

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	15,066	Start Date for Distance Learning	08/03/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	7,500	Estimated Number of Students Participating in Distance Learning for a Portion of the year	15,066
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen.		

Cartwright School District Distance Learning Plan 2020-2021

	<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 checked="" type="checkbox"/> 5. Other (Please explain below)
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<p>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</p>
<p>Cartwright School District will be operating distance learning for all students until the conditions surrounding the COVID-19 pandemic in Cartwright’s zip codes, including, but not limited to, infection rate and death rate, are reduced to the point that the schools can safely allow staff and students on campus without putting both groups at risk of further infection. At that time, families will be given the option to allow their students to return to in-person learning at a physical campus, or to remain learning remotely through distance learning. Families and students will have the option to seamlessly transition between the two systems depending upon the situation surrounding the pandemic.</p>

Is the school district requiring students to do distance learning?	Yes
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. Teachers/Instructional Staff need to communicate to students and guardians a specific time each day that students need to check into Google Classroom by in order to be counted present. 2. Teachers/Instructional Staff will mark students absent in Synergy if students have not checked into Google Classrooms by the communicated time & Guardians have not communicated to/with the school/teacher that the student has an excused absence (or is having trouble	1. Teachers/Instructional Staff and School & District Leaders 2. Teachers/Instructional Staff, School & District Leaders, and School Secretaries 3. Teachers/Instructional Staff and School & District Leaders	1. On or prior to the start of Distance Learning 2. Each School Day (Monday - Thursday) 3. Each School Day (Monday - Thursday)	1. Emails/Communication to Guardians/students, communication in Google Classrooms or ParentVUE. 2. Attendance correctly marked in Synergy and Parent Contacts documented through Synergy or other school approved documents 3. Attendance & Classwork Records in Google Classroom (Little SIS Web App for School & District Leaders), Go Guardian Reports, Parent Contact Documentation in Synergy or other school approved documents, Reports

Cartwright School District Distance Learning Plan 2020-2021

<p>accessing Distance Learning). Parent Contacts are documented in Synergy.</p> <p>3. Teachers/Instructional Staff will maintain records in Google Classrooms & in other places (such as Go Guardian, Instructional Resources, spreadsheets, Synergy Gradebook, etc.) that students are checking in & completing classwork, participating in classroom discussions/activities & that students are receiving feedback in the form of communication, test results & grades. These records will include that students are meeting Instructional Minute requirements & subject area expectations.</p>			<p>from Instructional Resources and Synergy Gradebook</p>
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a. Describe the efforts the school district will make to ensure all enrolled students are contacted and in communication on a regular basis.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. District flyers and mailers will be sent home reminding families of distance learning and start of the school year</p> <p>2. District automated calls will be made to all enrolled families to</p>	<p>1. Veronica Sanchez, Director of Communications</p> <p>2. Veronica Sanchez, Director of Communications</p> <p>3. Site Principals</p> <p>4. Homeroom Teacher</p>	<p>1. Throughout July</p> <p>2. Throughout July</p> <p>3. Throughout July</p> <p>4. Weekly</p> <p>5. Weekly</p>	<p>1. Flyers and Mailers</p> <p>2. Contact Log</p> <p>3. Contact Log</p> <p>4. Contact Log</p> <p>5. Google Classroom Guardian Reports</p>

Cartwright School District Distance Learning Plan 2020-2021

<p>ensure parents and students are aware of distance learning prior to the start of the school year</p> <ol style="list-style-type: none">3. Individual phone calls will be provided by site administrative assistants to each family to confirm distance learning and to determine needs for child care4. Individual phone calls will be made by teachers on a weekly basis to check-in with families and to provide parents with an update on their student's participation in distance learning5. Parents will receive a weekly email from Google Classroom with information about their child's assignments and upcoming due dates	<p>5. Classroom Teacher</p>		
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Teacher and Staff Expectations and Support (1.a.ii)

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Provide a consistent schedule for distance learning at each site 2. Develop Google Classrooms for each K-6 homeroom, special area section and middle school section 3. Provide a morning meeting with all students to start the school day 4. Provide live instruction utilizing Google Meet or Zoom for each section according to schedule for synchronous learning 5. Record live direct instruction and post to Google Classroom for asynchronous learning 6. Provide parent and family contact via telephone and other electronic means 7. Frequently assess and provide feedback to students based on grade level standards 	<ol style="list-style-type: none"> 1. Site Principal 2. Kathi Marston, Director of Information Systems 3. Homeroom Teacher 4. Classroom Teacher 5. Classroom Teacher 6. Homeroom Teacher 7. Classroom Teacher 	<ol style="list-style-type: none"> 1. Late July 2. Late July 3. Daily after August 3rd 4. Daily after August 3rd 5. Daily after August 3rd 6. Weekly after August 3rd 7. Weekly after August 3rd 	<ol style="list-style-type: none"> 1. School Schedule for Distance Learning 2. Google Classrooms 3. Recordings uploaded to Google Classroom 4. Recordings uploaded to Google Classroom 5. Recordings uploaded to Google Classroom 6. Communication Logs 7. Teacher Gradebook

2. 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.

Cartwright School District Distance Learning Plan 2020-2021

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. A weekly update will be provided to all staff via email on the status of the Cartwright School District 2. Human resources will provide an overview to administration on district policies related to work-from-home expectations and requirements 3. Human resources will provide guidance on how Educational Support Personnel (ESP) can be utilized for distance learning 4. Principals will communicate regularly with staff to keep them updated on distance learning expectations and the current status of the school district 	<ol style="list-style-type: none"> 1. Dr. Aguilar-Lawlor, Superintendent 2. Tom Hancock, Assistant Superintendent of Human Resources 3. Tom Hancock, Assistant Superintendent of Human Resources 4. Site Principals 	<ol style="list-style-type: none"> 1. Weekly 2. Mid-July 3. Mid-July 4. Weekly 	<ol style="list-style-type: none"> 1. Superintendent Email to Staff 2. Human Resources Communication on Staff Expectations 3. Human Resources ESP Roles and Responsibilities 4. Emails, Newsletters, Meeting Agendas and/or Video Messages

3. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Develop a Google Site to host online tutorial videos for Google Classroom, GoGuardian, Google Meet, Zoom and other distance learning tools. 2. Schedule and implement New Teacher Induction (NTI) professional development utilizing Zoom. 	<ol style="list-style-type: none"> 1. Ryan Anderson, Director of Educational Technology and Distance Learning 2. Dr. Margaret Santa Cruz, Assistant Director of Fine Arts and Teacher Induction and the Induction Retention Specialists 3. Ema Jauregui, Assistant Superintendent of Educational Services and the Directors and 	<ol style="list-style-type: none"> 1. Early July 2. Week of July 20th 3. Week of July 27th 4. Monthly 5. Weekly 6. Weekly or as needed 	<ol style="list-style-type: none"> 1. Google Site 2. NTI Schedule and Meeting Agendas 3. Cartwright Conference Schedule and Meeting Agendas 4. Professional Development Calendar and Meeting Agendas 5. School-Specific Professional Development and Meeting Agendas

Cartwright School District Distance Learning Plan 2020-2021

<ol style="list-style-type: none"> 3. Schedule and implement the Cartwright Conference with a focus on new online programs and platforms prior to the start of the school year. 4. Schedule and implement district-wide professional development on select Fridays to keep staff current on new technologies, platforms and programming. 5. Plan school-specific Friday professional development based on the needs of the campus through teacher feedback 6. Provide interactive coaching at all school sites based on administration recommendation and teacher request. 	<ol style="list-style-type: none"> Assistant Directors of Educational Services 4. Ema Jauregui, Assistant Superintendent of Educational Services and the Directors of Technology, Information Systems, Educational Technology and Educational Services 5. Site Principals 6. Site Instructional Support Specialists 		<ol style="list-style-type: none"> 6. Coaching Logs
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List Specific Professional Development Topics That Will Be Covered

Distance Learning Overview and Expectations, Google Classroom Basics, GoGuardian SetUp and Use, Google Meet Use, Zoom Use, ClassDojo Setup and Use, Freckle for Math, Benchmark Advance, Lexia Core5, Lexia PowerUp, Achieve3000, Actively Learn, Interactive Science, Rosetta Stone, K-8 Read Alouds, Social-Emotional Learning, Creating Hyperdocs with Google, Flipping Your Classroom, Virtual Field Trips, Google Classroom and Feedback, Adobe Spark and Google Slides, Edpuzzle, Flipgrid, Seesaw, Screencastify

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X		
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X		
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X		
Supplemental Utility Support (Internet)	X		
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
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>	<ul style="list-style-type: none"> Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning Recorded Video of Direct Instruction for Asynchronous Learning Small Group or Individual Support Via Zoom or Google Meet Independent Practice or Enrichment 	<ul style="list-style-type: none"> EngageNY Math Freckle for Math 	<ul style="list-style-type: none"> Daily use of quick-checks for understanding within video conferencing program Daily exit tickets based on instruction 	<ul style="list-style-type: none"> End of unit assessments Weekly or bi-weekly teacher-created common assessments district-wide, scheduled benchmark assessments
<i>1-3</i>	<ul style="list-style-type: none"> Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning Recorded Video of Direct Instruction for Asynchronous Learning Small Group or Individual Support Via Zoom or Google Meet Independent Practice or Enrichment 	<ul style="list-style-type: none"> EngageNY Math Freckle for Math 	<ul style="list-style-type: none"> Daily use of quick-checks for understanding within video conferencing program Daily exit tickets based on instruction 	<ul style="list-style-type: none"> End of unit assessments Weekly or bi-weekly teacher-created common assessments district-wide, scheduled benchmark assessments
<i>4-6</i>	<ul style="list-style-type: none"> Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning Recorded Video of Direct Instruction for Asynchronous Learning 	<ul style="list-style-type: none"> EngageNY Math Freckle for Math 	<ul style="list-style-type: none"> Daily use of quick-checks for understanding within video conferencing program Daily exit tickets based on instruction 	<ul style="list-style-type: none"> End of unit assessments Weekly or bi-weekly teacher-created common assessments district-wide, scheduled benchmark assessments

Cartwright School District Distance Learning Plan 2020-2021

	<ul style="list-style-type: none"> • Small Group or Individual Support Via Zoom or Google Meet • Independent Practice or Enrichment 			
7-8	<ul style="list-style-type: none"> • Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning • Recorded Video of Direct Instruction for Asynchronous Learning • Small Group or Individual Support Via Zoom or Google Meet • Independent Practice or Enrichment 	<ul style="list-style-type: none"> • EngageNY Math • Envision Algebra 1 • Freckle for Math 	<ul style="list-style-type: none"> • Daily use of quick-checks for understanding within video conferencing program • Daily exit tickets based on instruction 	<ul style="list-style-type: none"> • End of unit assessments • Weekly or bi-weekly teacher-created common assessments • district-wide, scheduled benchmark assessments
9-12	<i>Not Applicable, Cartwright is a K-8 School District</i>			

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>	<ul style="list-style-type: none"> • Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning • Recorded Video of Direct Instruction for Asynchronous Learning • Small Group or Individual Support Via Zoom or Google Meet • Independent Practice or Enrichment 	<ul style="list-style-type: none"> • Benchmark Advance • Benchmark Adelante • Lexia Core5 	<ul style="list-style-type: none"> • Daily use of quick-checks for understanding within video conferencing program • Daily exit tickets based on instruction 	<ul style="list-style-type: none"> • End of unit assessments • Weekly or bi-weekly teacher-created common assessments • district-wide, scheduled benchmark assessments
<i>1-3</i>	<ul style="list-style-type: none"> • Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning 	<ul style="list-style-type: none"> • Benchmark Advance • Benchmark Adelante • Lexia Core5 	<ul style="list-style-type: none"> • Daily use of quick-checks for understanding within video conferencing program • Daily exit tickets based on instruction 	<ul style="list-style-type: none"> • End of unit assessments • Weekly or bi-weekly teacher-created common assessments • district-wide, scheduled benchmark assessments

Cartwright School District Distance Learning Plan 2020-2021

	<ul style="list-style-type: none"> Recorded Video of Direct Instruction for Asynchronous Learning Small Group or Individual Support Via Zoom or Google Meet Independent Practice or Enrichment 			
4-6	<ul style="list-style-type: none"> Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning Recorded Video of Direct Instruction for Asynchronous Learning Small Group or Individual Support Via Zoom or Google Meet Independent Practice or Enrichment 	<ul style="list-style-type: none"> EngageNY ELA Lexia PowerUp Achieve3000 Actively Learn 	<ul style="list-style-type: none"> Daily use of quick-checks for understanding within video conferencing program Daily exit tickets based on instruction 	<ul style="list-style-type: none"> End of unit assessments Weekly or bi-weekly teacher-created common assessments district-wide, scheduled benchmark assessments
7-8	<ul style="list-style-type: none"> Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning Recorded Video of Direct Instruction for Asynchronous Learning Small Group or Individual Support Via Zoom or Google Meet Independent Practice or Enrichment 	<ul style="list-style-type: none"> EngageNY ELA Lexia PowerUp Achieve3000 Actively Learn 	<ul style="list-style-type: none"> Daily use of quick-checks for understanding within video conferencing program Daily exit tickets based on instruction 	<ul style="list-style-type: none"> End of unit assessments Weekly or bi-weekly teacher-created common assessments district-wide, scheduled benchmark assessments
9-12	<i>Not Applicable, Cartwright is a K-8 School District</i>			

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>	<ul style="list-style-type: none"> Direct Instruction and Guided Practice Via Zoom 	<ul style="list-style-type: none"> Picture Perfect Science 	<ul style="list-style-type: none"> Daily use of quick-checks for understanding within 	<ul style="list-style-type: none"> End of unit assessments

Cartwright School District Distance Learning Plan 2020-2021

	<ul style="list-style-type: none"> or Google Meet for Synchronous Learning Recorded Video of Direct Instruction for Asynchronous Learning Small Group or Individual Support Via Zoom or Google Meet Independent Practice or Enrichment 		<ul style="list-style-type: none"> video conferencing program Daily exit tickets based on instruction 	<ul style="list-style-type: none"> Weekly or bi-weekly teacher-created common assessments district-wide, scheduled benchmark assessments
1-3	<ul style="list-style-type: none"> Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning Recorded Video of Direct Instruction for Asynchronous Learning Small Group or Individual Support Via Zoom or Google Meet Independent Practice or Enrichment 	<ul style="list-style-type: none"> Picture Perfect Science Pearson Interactive Science 	<ul style="list-style-type: none"> Daily use of quick-checks for understanding within video conferencing program Daily exit tickets based on instruction 	<ul style="list-style-type: none"> End of unit assessments Weekly or bi-weekly teacher-created common assessments district-wide, scheduled benchmark assessments
4-6	<ul style="list-style-type: none"> Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning Recorded Video of Direct Instruction for Asynchronous Learning Small Group or Individual Support Via Zoom or Google Meet Independent Practice or Enrichment 	<ul style="list-style-type: none"> Pearson Interactive Science Actively Learn 	<ul style="list-style-type: none"> Daily use of quick-checks for understanding within video conferencing program Daily exit tickets based on instruction 	<ul style="list-style-type: none"> End of unit assessments Weekly or bi-weekly teacher-created common assessments district-wide, scheduled benchmark assessments
7-8	<ul style="list-style-type: none"> Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning Recorded Video of Direct Instruction for Asynchronous Learning 	<ul style="list-style-type: none"> Pearson Interactive Science Actively Learn 	<ul style="list-style-type: none"> Daily use of quick-checks for understanding within video conferencing program Daily exit tickets based on instruction 	<ul style="list-style-type: none"> End of unit assessments Weekly or bi-weekly teacher-created common assessments district-wide, scheduled benchmark assessments

Cartwright School District Distance Learning Plan 2020-2021

	<ul style="list-style-type: none"> • Small Group or Individual Support Via Zoom or Google Meet • Independent Practice or Enrichment 			
9-12	<i>Not Applicable, Cartwright is a K-8 School District</i>			

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas, including Social Studies, Special Area Classes and Electives)				
	<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>	<ul style="list-style-type: none"> • Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning • Recorded Video of Direct Instruction for Asynchronous Learning • Small Group or Individual Support Via Zoom or Google Meet • Independent Practice or Enrichment 	<ul style="list-style-type: none"> • SmartMusic • Quaver Music 	<ul style="list-style-type: none"> • Daily use of quick-checks for understanding within video conferencing program • Daily exit tickets based on instruction 	<ul style="list-style-type: none"> • End of unit assessments • Weekly or bi-weekly teacher-created common assessments • district-wide, scheduled benchmark assessments
<i>1-3</i>	<ul style="list-style-type: none"> • Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning • Recorded Video of Direct Instruction for Asynchronous Learning • Small Group or Individual Support Via Zoom or Google Meet • Independent Practice or Enrichment 	<ul style="list-style-type: none"> • SmartMusic • Quaver Music 	<ul style="list-style-type: none"> • Daily use of quick-checks for understanding within video conferencing program • Daily exit tickets based on instruction 	<ul style="list-style-type: none"> • End of unit assessments • Weekly or bi-weekly teacher-created common assessments • district-wide, scheduled benchmark assessments
<i>4-6</i>	<ul style="list-style-type: none"> • Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning 	<ul style="list-style-type: none"> • SmartMusic • Quaver Music • Actively Learn • EverFi • Defined Learning 	<ul style="list-style-type: none"> • Daily use of quick-checks for understanding within video conferencing program 	<ul style="list-style-type: none"> • End of unit assessments • Weekly or bi-weekly teacher-created common assessments

Cartwright School District Distance Learning Plan 2020-2021

	<ul style="list-style-type: none"> Recorded Video of Direct Instruction for Asynchronous Learning Small Group or Individual Support Via Zoom or Google Meet Independent Practice or Enrichment 	<ul style="list-style-type: none"> Code.org 	<ul style="list-style-type: none"> Daily exit tickets based on instruction 	<ul style="list-style-type: none"> district-wide, scheduled benchmark assessments
7-8	<ul style="list-style-type: none"> Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning Recorded Video of Direct Instruction for Asynchronous Learning Small Group or Individual Support Via Zoom or Google Meet Independent Practice or Enrichment 	<ul style="list-style-type: none"> SmartMusic Actively Learn EverFi Defined Learning Code.org 	<ul style="list-style-type: none"> Daily use of quick-checks for understanding within video conferencing program Daily exit tickets based on instruction 	<ul style="list-style-type: none"> End of unit assessments Weekly or bi-weekly teacher-created common assessments district-wide, scheduled benchmark assessments
9-12	<i>Not Applicable, Cartwright is a K-8 School District</i>			

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	<i>Not Applicable, Cartwright is a K-8 School District</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)

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. Special education resource teachers will provide “live” differentiated instruction utilizing approved programs via Zoom or Google Meet (Instruction will be recorded for asynchronous learning) 2. Self-Contained special education teachers (e.g. LFI, REACH, etc.) will provide “live” differentiated instruction utilizing approved programs via Zoom or Google Meet (Instruction will be recorded for asynchronous learning) 3. Assistive technology will be available to pick that up from school sites 4. Related service providers will provide virtual therapy utilizing either Zoom or Google Meet 5. IEP and MET meetings will be conducted via Zoom or Google Meet to ensure that student IEPs are implemented and/or updated appropriately and with the input of all stakeholders 	<ol style="list-style-type: none"> 1. Special Education Resource Teacher 2. Self-Contained Special Education Teacher 3. Special Education Resource Teacher 4. Related Service Providers, including Speech Pathologists, Physical Therapists and Occupational Therapists 5. School Psychologist and IEP Case Carriers 	<ol style="list-style-type: none"> 1. Based on student IEP minutes starting on August 3rd 2. Daily starting on August 3rd 3. As needed throughout the year 4. Based on student IEP minutes starting on August 3rd 5. As needed in accordance with individual IEPs 	<ol style="list-style-type: none"> 1. Resource Schedule and Recordings of Instruction 2. Master Schedule and Recordings of Instruction 3. Assistive Technology Check-out Records 4. Related service providers’ schedules 5. Notice of Meetings and IEP Documentation

Process for Implementing Action Step

Cartwright Special Services will provide training to all special education teachers on the platforms and programs they will be utilizing to implement distance learning with their students. This training will occur prior to the beginning of the school year through the Cartwright Conference, as well as through regular meetings with these teachers during the school year.

Cartwright School District Distance Learning Plan 2020-2021

School Psychologists and related service providers will also receive training on how to implement their duties via online platforms and video conferencing tools through specialized training at the beginning of the school year.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Teacher led Targeted and Integrated SEI/ELD <ul style="list-style-type: none"> o I.A. support o Direct Instruction and Guided Practice Via Zoom or Google Meet for Synchronous Learning o Recorded Video of Direct Instruction for Asynchronous Learning o Small Group or Individual Support Via Zoom or Google Meet o Independent Practice or Enrichment 2. Language Acquisition Department Specialists’ Support <ul style="list-style-type: none"> o Work one-to-one with students and staff online. o Stage III EL Support Plan from LA Dept: Gather and retain bank of materials for online SEI use. o Packets, as needed o Recorded Tutorials 3. Sheltered Instruction Observation Protocol (SIOP) 	<ol style="list-style-type: none"> 1. Homeroom teacher will provide SEI/ELD instructional time. 2. Language Acquisition Department Specialists will support teachers and students directly 3. Assistant Director for Language Acquisition will coordinate training, State assessment, data disaggregation and evaluation, and differentiated support. 	<ol style="list-style-type: none"> 1. Targeted and Integrated SEI/ELD Instruction <ul style="list-style-type: none"> • <u>Elementary:</u> 300 minutes per week. 75 minutes on each of four days • <u>Middle School:</u> 250 minutes per week. 63 minutes on each of four days 2. Specialist support - ongoing and as needed 3. SIOP Training - August through October 2020 	<ol style="list-style-type: none"> 1. Master schedule(s), Students’ schedules, Class rosters, Lesson plans 2. Specialists’ logs, Data reports for teachers/admin 3. Training agendas

Cartwright School District Distance Learning Plan 2020-2021

Training for 6-8th grade SEI teachers			
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Process for Implementing Action Step

Cartwright has adopted a districtwide plan for SEI certified teachers to provide Targeted and Integrated SEI/ELD to students daily. Language development content providers and programs will be used online, and in-person. Language Acquisition specialists and the Assistant Director will work with teachers and students directly, via Zoom or Google Meet to review data and provide instructional support specific to individual needs. SIOP training will prepare our middle school teachers to scaffold and shelter instruction during online sessions or in-person instruction. Specific sessions of the training focus on remote learning strategies.

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

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

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in	X	X	X	X	N/A CSD is a K-8 District
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	X	X	X	X	
	Parent Training	X	X	X	X	
	Other: SEL Curriculum for all students	X	X	X	X	

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					N/A CSD is a K-8 District
	Phone	X	X	X	X	
	Webcast	X	X	X	X	
	Email/IM	X	X	X	X	
	Other:					

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> All teachers will be provided with training and tools related to self-regulation, morning community meetings and greeting students virtually CASEL tools will be utilized to survey staff for the purpose of strengthening adult SEL Tier I SEL curriculum will be taught by counselors for all grade levels Tier II small groups SEL instruction and Tier III one-on- 	<ol style="list-style-type: none"> Rebecca Leimkuehler, Director of Social Emotional Learning Rebecca Leimkuehler, Director of Social Emotional Learning School Site Counselors School Site Counselors School Site Counselors School Site Counselors Christa Schwaiger and Social Emotional Learning Specialists (SELS) 	<ol style="list-style-type: none"> Late July Three time throughout the year (Fall, Winter and Spring) Over the course of 10 weeks per grade level As necessary throughout the school year Early August Early August Beginning early August and continuing throughout the school year 	<ol style="list-style-type: none"> Training Agenda Survey Results Counselor Schedules Counselor Schedules SEL Resource Website Book Me Appointment Calendar SELS Schedules

Cartwright School District Distance Learning Plan 2020-2021

<p>one SEL instruction will be provided by counselors</p> <ol style="list-style-type: none">5. SEL Resource Websites will be developed and released for each school site with resource for staff, parents and students6. Counselors will be implement an online appointment booking system (Book Me) for use by teachers, students and parents7. Specialists will provide outreach and specialized support for high-needs populations (e.g. homeless, foster, self-contained resource, immigrant families, and missing online students)			
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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
<ol style="list-style-type: none"> 1. Teachers will provide quick-checks on student understanding during instruction and differentiate as necessary 2. Teachers will work as a professional learning community to develop and implement common formative assessments based on the district’s Guaranteed and Viable Curriculum 3. Students will be progress monitored through various online content-based instructional programs (e.g. Freckle, Lexia Core5, etc.) 4. Benchmark assessments will be developed at the district level and all students will be assessed district-wide 5. Students will receive grades based on their proficiency of the standards and it will be communicated twice per quarter via progress reports and report cards 	<ol style="list-style-type: none"> 1. Classroom Teacher 2. Classroom Teacher and Site Principal 3. Classroom Teacher 4. Adrienne Razo, Director of Data and Assessment 5. Classroom Teacher 	<ol style="list-style-type: none"> 1. Daily during instruction 2. Weekly or Bi-weekly 3. As recommended by the program; no less than monthly 4. At least once per semester 5. Progress reports are once during the quarter and report cards are once at the end of the quarter 	<ol style="list-style-type: none"> 1. Lesson plans and recordings of classroom instruction 2. Common Formative Assessments and Related Data 3. Program Data 4. Proficiency Data 5. Progress Reports and Report Cards

Benchmark Assessments (1.a.vii)

*In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given. Career and Technical Education Districts should submit N/A.*

Benchmark Assessments (Math)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
Kindergarten	AIMSWeb	In-person (when allowable)	9/8-9/30, 12/1-12/15, 5/3-5/19
1-3	AIMSWeb 1st, Galileo 2-3	In-person (when allowable), 3 rd online	9/8-9/30, 12/1-12/15, 5/3-5/19
4-6	Galileo	Online	8/12-9/27, 12/1-12/15, 5/3-5/19
7-8	Galileo	Online	8/12-9/27, 12/1-12/15, 5/3-5/19
9-12	Not Applicable, Cartwright is a K-8 School District		

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
Kindergarten	AIMSWeb	In-person (when allowable)	9/8-9/30, 12/1-12/15, 5/3-5/19
1-3	AIMSWeb 1st, Galileo 2-3	In-person (when allowable), 3 rd online	9/8-9/30, 12/1-12/15, 5/3-5/19
4-6	Galileo	Online	8/12-9/27, 12/1-12/15, 5/3-5/19
7-8	Galileo	Online	8/12-9/27, 12/1-12/15, 5/3-5/19
9-12	Not Applicable, Cartwright is a K-8 School District		

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.

Cartwright School District developed a COVID-19 Task Force in response to the pandemic in the spring. This task force was composed of district leaders, school administrators, teachers, educational support personnel and parents. The task force set the direction for Cartwright's response to the pandemic and the physical closure of our buildings. As part of this response, the task force created 21 subcommittees, again composed of district leadership, administrators, educators and parents, to tackle the many issues facing the district. The following is a comprehensive list of the subcommittees that were formed by the COVID-19 Taskforce:

- Accommodations for At Risk Employees
- Communications
- Food Services
- Grading for Distance Learning
- Intervention for Reading and Math
- Kindergarten Registration and Jump Start
- Music, Art, Band, PE and Electives
- Math
- Pre-Kindergarten
- Professional Development
- Reading and Writing
- Safety and Health
- Scheduling, Sports, Athletics and Clubs
- School Age Child Care
- Science
- Social Emotional Learning
- Social Science
- Special Services
- Structured English Immersion
- Technology
- Transportation

The work of these subcommittees and the COVID-19 Task Force is present throughout this Distance Learning Plan, as well as the following documents and videos which provide more information about Cartwright's roadmap for distance learning (please note the use of hyperlinks to internet-based documents and videos):

- [The Cartwright Distance Learning Overview document](#)
- [Justine Spitalny Elementary School Video Explaining Distance Learning](#)
- Parent Videos Explaining Distance Learning ([ENGLISH](#) / [SPANISH](#))

It should be noted that the Cartwright School District will be implementing a 4-day school week for all students with independent, flexible learning opportunities on Fridays. Even though this will reduce the number of school days from 180 to 145, Cartwright students will still receive more than the minimum requirement of instructional hours.

