

2020-2021 Distance Learning Plan

School District Information

*School districts are only required to submit one DLP. If individual schools within a district are providing unique instructional programs, we encourage school districts to incorporate that information into one DLP, as opposed to completing additional templates. Please contact EmergencyDL@azed.gov with any questions.

School District Name	Picacho Elementary District	School District Entity ID	4452
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Allen Rogers		
Representative Telephone Number	520-466-7942 Ext. 102		
Representative E-Mail Address	arogers@picacho.k12.az.us		

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
Picacho School	5947	110433133

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.

Distance Learning Plan 2020-2021

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

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	175	Start Date for Distance Learning	August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	15	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>October 12, 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 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:

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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
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Distance Learning Plan 2020-2021

<ol style="list-style-type: none"> Students will participate in a virtual meeting via Zoom. Daily assignments will be completed by the student. 	<ol style="list-style-type: none"> Teacher Teacher 	<ol style="list-style-type: none"> Daily Weekly 	<ol style="list-style-type: none"> Teacher will maintain a weekly attendance log. Assignments will be returned and graded weekly.
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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
<ol style="list-style-type: none"> Teachers will communicate with parents through virtual platforms: ClassDojo and Google Classroom. 	<ol style="list-style-type: none"> Teachers 	<ol style="list-style-type: none"> ClassDojo-Weekly Google Classroom-Daily 	<ol style="list-style-type: none"> Teacher’s will keep a communication log.

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> Teachers and staff working virtually will report to campus daily. Teachers will post daily instructional tutorials for ELA and Math. Teachers will hold virtual meetings with students. Teachers will communicate with parents through virtual platforms. 	<ol style="list-style-type: none"> Principal Principal Teacher Principal 	<ol style="list-style-type: none"> Daily Daily Daily Weekly: ClassDojo Daily: Google Classroom 	<ol style="list-style-type: none"> Teacher check-in Principal will monitor and log submission. Teacher’s will keep a meeting log. Teacher’s will keep a communication log.

Distance Learning Plan 2020-2021

b. Describe commitments on delivery of employee support services including but not limited to:

- Human resource policies and support for employees; and
- Regular communication from the administration.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Delivery of all employee support services will occur via school email.	1. Business Manager	1. As needed	1. Copy of emails will be saved.
2. Regular communication will be sent out via school email.	2. Principal	2. Daily	2. Copy of emails will be saved.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Professional Development will occur on-site, 5 times during the school year. Delivery may occur in-person or virtually.	1. Assistant Principal	1. As needed.	1. School Calendar Sign-in Sheets

List Specific Professional Development Topics That Will Be Covered

School Safety: ALICE Training
 Ready Classroom Mathematics
 Into Reading
 Safety Protocol

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal Contact and Discussion	X		
Needs Assessment-Available data			
Other: On-site		X	X
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X		
WIFI Hot Spot			
Supplemental Utility Support (Internet)	X		
Other: On-site		X	X
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)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	<ol style="list-style-type: none"> Direct Instruction via Instructional Videos Virtual Instruction 	<ol style="list-style-type: none"> Curriculum Associates-<i>Ready Classroom Mathematics</i> Curriculum Associates-<i>i-Ready Personalized Math Instruction</i> 	<ol style="list-style-type: none"> Student Work-Daily i-Ready Lesson-Weekly i-Ready personalized learning path-Daily i-Ready Benchmark 1-Quarterly 	Unit assessment-Monthly i-Ready Benchmark 2 & 3-Quarterly
1-3	<ol style="list-style-type: none"> Direct Instruction via Instructional Videos 	<ol style="list-style-type: none"> Curriculum Associates-<i>Ready Classroom Mathematics</i> 	<ol style="list-style-type: none"> Student Work-Daily i-Ready Lesson-Weekly 	Unit assessment-Monthly i-Ready Benchmark 2 & 3-Quarterly AZM2-Yearly (3rd Grade Only)

Distance Learning Plan 2020-2021

	2. Virtual Instruction	2. Curriculum Associates- <i>i-Ready Personalized Math Instruction</i>	2. i-Ready personalized learning path-Daily i-Ready Benchmark 1-Quarterly	
4-6	1. Direct Instruction via Instructional Videos 2. Virtual Instruction	1. Curriculum Associates- <i>Ready Classroom Mathematics</i> 2. Curriculum Associates- <i>i-Ready Personalized Math Instruction</i>	1. Student Work-Daily i-Ready Lesson-Weekly 2. i-Ready personalized learning path-Daily i-Ready Benchmark 1-Quarterly	Unit assessment-Monthly i-Ready Benchmark 2 & 3-Quarterly AZM2-Yearly
7-8	1. Direct Instruction via Instructional Videos 2. Virtual Instruction	1. Curriculum Associates- <i>Ready Classroom Mathematics</i> 2. Curriculum Associates- <i>i-Ready Personalized Math Instruction</i>	1. Student Work-Daily i-Ready Lesson-Weekly 2. i-Ready personalized learning path-Daily i-Ready Benchmark 1-Quarterly	Unit assessment-Monthly i-Ready Benchmark 2 & 3-Quarterly AZM2-Yearly
9-12	N/A			

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	1. Direct Instruction via Instructional Videos 2. Virtual Instruction	1. Houghton Mifflin- <i>Into Reading</i> 2. Curriculum Associates- <i>i-Ready Personalized Reading Instruction</i>	1. Student Work-Daily i-Ready Lesson-Weekly Fall & Winter DIBELS-Quarterly 2. i-Ready personalized learning path-Daily i-Ready Benchmark 1-Quarterly	Unit assessment-Monthly i-Ready Benchmark 2 & 3-Quarterly Spring DIBELS-Yearly
1-3	1. Direct Instruction via Zoom	1. Houghton Mifflin- <i>Into Reading</i>	1. Student Work-Daily i-Ready Lesson-Weekly Fall & Winter DIBELS-Quarterly	Unit assessment-Monthly i-Ready Benchmark 2 & 3-Quarterly Spring DIBELS-Yearly

Distance Learning Plan 2020-2021

	2. Direct Instruction via Instructional Videos	2. Curriculum Associates- <i>i-Ready Personalized Reading Instruction</i>	2. i-Ready personalized learning path-Daily i-Ready Benchmark 1-Quarterly	AZM2-Yearly (3rd Grade Only)
4-6	1. Direct Instruction via Instructional Videos 2. Virtual Instruction	1. Curriculum Associates-Ready Reading 2. Curriculum Associates- <i>i-Ready Personalized Reading Instruction</i>	1. Student Work-Daily i-Ready Lesson-Weekly 2. i-Ready personalized learning path-Daily i-Ready Benchmark 1-Quarterly	Unit assessment-Monthly i-Ready Benchmark 2 & 3-Quarterly AZM2-Yearly
7-8	1. Direct Instruction via Instructional Videos 2. Virtual Instruction	1. Curriculum Associates-Ready Reading 2. Curriculum Associates- <i>i-Ready Personalized Reading Instruction</i>	1. Student Work-Daily i-Ready Lesson-Weekly 2. i-Ready personalized learning path-Daily i-Ready Benchmark 1-Quarterly	Unit assessment-Monthly i-Ready Benchmark 2 & 3-Quarterly AZM2-Yearly
9-12	N/A			

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	1. Direct Instruction via Instructional Videos	1. The National Science Digital Library https://nsdl.oercommons.org/ Going 3D with GRC https://sites.google.com/3d-grcscience.org/going3d	1. Student Work-Daily	End of lesson assessment - Weekly or Bi-Weekly, depending on length of lesson
1-3	1. Direct Instruction via Instructional Videos	1. The National Science Digital Library https://nsdl.oercommons.org/ Going 3D with GRC https://sites.google.com/3d-grcscience.org/going3d	1. Student Work-Daily	End of lesson assessment - Weekly or Bi-Weekly, depending on length of lesson

Distance Learning Plan 2020-2021

4-6	1. Direct Instruction via Instructional Videos	1. The National Science Digital Library https://nsdl.oercommons.org/ Going 3D with GRC https://sites.google.com/3d-grcscience.org/going3d Houghton Mifflin Harcourt-Core Skills	1. Student Work-Daily	End of lesson assessment - Weekly or Bi-Weekly, depending on length of lesson
7-8	1. Direct Instruction via Instructional Videos	1. The National Science Digital Library https://nsdl.oercommons.org/ Going 3D with GRC https://sites.google.com/3d-grcscience.org/going3d Houghton Mifflin Harcourt-Core Skills	1. Student Work-Daily	End of lesson assessment - Weekly or Bi-Weekly, depending on length of lesson
9-12	N/A			

Instructional Methods, Content Delivery, and Monitoring Student Learning (Social Studies)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	1. Direct Instruction via Instructional Videos	1. Sanford Harmony https://www.sanfordharmony.org/	1. Student Work-Daily	End of lesson assessment - Weekly or Bi-Weekly, depending on length of lesson
1-3	1. Direct Instruction via Instructional Videos	1. Sanford Harmony https://www.sanfordharmony.org/	1. Student Work-Daily	End of lesson assessment - Weekly or Bi-Weekly, depending on length of lesson
4-6	1. Direct Instruction via Instructional Videos	1. Sanford Harmony https://www.sanfordharmony.org/ News ELA https://newsela.com/	1. Student Work-Daily	End of lesson assessment - Weekly or Bi-Weekly, depending on length of lesson
7-8	1. Direct Instruction via Instructional Videos	1. Sanford Harmony https://www.sanfordharmony.org/ News ELA https://newsela.com/	1. Student Work-Daily	End of lesson assessment - Weekly or Bi-Weekly, depending on length of lesson
9-12	N/A			

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
9-12	N/A			

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

Meeting the Needs of Students with Disabilities and English Learners.

1. 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. IEPs: To provide targeted instruction based on IEP goals, the Special Education teacher will hold live small group breakout sessions with every student via Google Meets. IEPs: Student support services are being provided virtually via Zoom. 2. Parent/Guardian Contact: Instructional feedback forms will be sent home. Parent/Guardian Contact: Phone calls or virtual meetings will be 	<ol style="list-style-type: none"> 1. Special Education Teacher Support Service Provider 2. Teacher & Special Education Teacher Teacher & Special Education Teacher 3. Special Education Evaluation Team 	<ol style="list-style-type: none"> 1. Daily Varies based on IEP details 2. Weekly As needed 3. Varies based on IEP details 4. Varies based on IEP details 	<ol style="list-style-type: none"> 1. Small group schedule and attendance sheets Support service schedule 2. Signed feedback sheets Contact logs 3. Testing schedule and meeting documents

Distance Learning Plan 2020-2021

held to provide instructional updates.			
3. Testing: Will occur virtually via Zoom unless in-person is requested			

Process for Implementing Action Step

Principal will collaborate with the Special Education Teacher to develop a schedule and expectations for daily small groups. The Special Education will meet virtually with students and parents to communicate information.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. ILLPs: To provide targeted instruction based on ILLP goals, classroom teacher will align daily instruction and performance indicators. ILLPs: Additional instructional support will be provided using the following EL programs: Read Naturally and Rosetta Stone</p> <p>2. Parent/Guardian Contact: Instructional feedback forms will be sent home. Parent/Guardian Contact: Phone calls or virtual meetings will occur to provide instructional updates.</p> <p>3. Testing: Will occur in person on campus.</p>	<p>1. Teacher EL Teacher</p> <p>2. Teacher Teacher & EL Teacher</p> <p>3. Title III Coordinator</p>	<p>1. Daily Daily</p> <p>2. Weekly As needed</p> <p>3. Annually for Placement (if needed) Annually for Reassessment</p>	<p>1. Lesson plans Schedule</p> <p>2. Signed feedback sheets Contact logs</p> <p>3. Testing Schedule</p>

Process for Implementing Action Step

The Title III Coordinator will communicate expectations for ILLPs and lesson plan requirements with teachers. The Title III Director will develop a testing schedule as students are identified. The EL Teacher will meet virtually with students and parents to communicate information regarding EL programs, usage expectations, and support services.

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

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

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in	X	X	X	X	
	Packet of Social and Emotional Topics	X	X	X	X	
	Online Social Emotional videos					
	Parent Training					
	Other: Sanford Harmony teacher and parent support	X	X	X	X	

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
SEL is embedded in Sanford Harmony, being used for Social Studies, to support teachers and parents with SEL	Teachers	Daily	Lesson Plans

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. Student instructional packets 2. School-wide benchmarks 3. State Testing 	<ol style="list-style-type: none"> 1. Teachers 2. Administrators 3. Administrators 	<ol style="list-style-type: none"> 1. Weekly 2. Tri-yearly 3. Annually 	<ol style="list-style-type: none"> 1. Teacher Gradebook 2. Diagnostic Report 3. Assessment Results

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)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	Curriculum Associates- <i>i-Ready Math Assessment</i>	Online	September 21, 2020-September 22, 2020 December 14, 2020-December 18, 2020 March 22, 2020-March 26, 2020
1-3	Curriculum Associates- <i>i-Ready Math Assessment</i>	Online	September 21, 2020-September 22, 2020 December 14, 2020-December 18, 2020 March 22, 2020-March 26, 2020
4-6	Curriculum Associates- <i>i-Ready Math Assessment</i>	Online	September 21, 2020-September 22, 2020 December 14, 2020-December 18, 2020 March 22, 2020-March 26, 2020
7-8	Curriculum Associates- <i>i-Ready Math Assessment</i>	Online	September 21, 2020-September 22, 2020 December 14, 2020-December 18, 2020 March 22, 2020-March 26, 2020
9-12	N/A		

Benchmark Assessments (ELA)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	Curriculum Associates- <i>i-Ready Reading Assessment</i>	Online	September 21, 2020-September 22, 2020 December 14, 2020-December 18, 2020 March 22, 2020-March 26, 2020
1-3	Curriculum Associates- <i>i-Ready Reading Assessment</i>	Online	September 21, 2020-September 22, 2020 December 14, 2020-December 18, 2020 March 22, 2020-March 26, 2020
4-6	Curriculum Associates- <i>i-Ready Reading Assessment</i>	Online	September 21, 2020-September 22, 2020 December 14, 2020-December 18, 2020 March 22, 2020-March 26, 2020
7-8	Curriculum Associates- <i>i-Ready Reading Assessment</i>	Online	September 21, 2020-September 22, 2020 December 14, 2020-December 18, 2020 March 22, 2020-March 26, 2020
9-12	N/A		

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

Additional Information (Optional)

The school district may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.

