Noah Webster Schools- Distance Learning Plan – 2020/2021

Charter Holder Information

Charter Holder Name	Noah Webster Schools - Mesa	**Charter Holder Entity ID**	10760
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Jessica Friedermann		
Representative Telephone Number	480-986-2335		
Representative E-Mail Address	jfriedermann@noahwebster.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
Noah Webster Schools – Pima	**10800**	**07-89-30-000**

Distance Learning Background Information

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

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

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

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

How many instructional days will the charter school operate for School Year 2020-2021?	*180*
How many instructional days did the charter school operate for School Year 2019-2020?	*180*

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

Estimated Enrollment for FY 2021	800	Start Date for Distance Learning	08/19/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	TBD	**Estimated Number of Students Participating in Distance Learning for a Portion of the Year**	800
Please choose the option that indicates your proposed duration/plan for distance learning:	☐1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____ for all students. ☒3. We intend to operate distance learning only until the Governor allows schools to fully reopen.		

	☐4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). ☐5. Other (Please explain below)
If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:	

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

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

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

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

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Parent can attest to daily attendance requirements 2. Student participation in a virtual meeting or classroom session via Microsoft Teams 3. Student communication with their teachers via Microsoft Teams	1. Parent/Classroom Teacher 2. Classroom Teacher 3. Classroom Teacher	1. Daily 2. Daily 3. Daily	1. Teacher Attendance Roster, email from parent 2. Attendance Reports in SIS 3. Attendance Reports in SIS

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
1. Regular and continues emails 2. Flyer Connect Phone App – 3. Weekly Teacher Communication	1. Admin Office 2. Admin Office 3. Classroom Teacher	1. Frequent and continuous 2. Frequent and continuous 3. Weekly	1. Copy of email 2. Review of Flyer connect App 3. Teacher digital records and Microsoft Teams

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. All full-time Noah Webster Employees will be required to be on-site 5 days per week, per their employment agreement.	1. Staff (all employees)	1. Daily	1. Staff Time Off (PTO)/ Attendance Records

b. *Describe commitments on delivery of employee support services including but not limited to:*
   o *Human resource policies and support for employees; and*
   o *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. All full-time Noah Webster Employees can get administrative and departmental support on-site, virtually 5 days a week in Microsoft Teams, by appointment. 2. All full-time Noah Webster Employees can get administrative and departmental support on-site, in-person 5 days a week, by appointment. 3. Administration will continue to regularly communicate with staff both in- person and virtually, as well as written communication.	1. Site Principal, Department Directors, Human Resources 2. Site Principal, Department Directors, Human Resources 3. Site Principal, Department Directors, Human Resources	1. Ongoing and Continuous 2. Ongoing and Continuous 3. Ongoing and Continuous	1. Meeting Records and Meeting Notes 2. Meeting Records and Meeting Notes 3. Records and copies of communication with staff

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. General professional development 2. Teacher professional development	1. Site Principal 2. Site Principal	1. Approx. 2x a month 2. Weekly	1. School's PD calendar and staff attendance records. 2. School's PD calendar and staff attendance records.

List Specific Professional Development Topics That Will Be Covered

Microsoft Team Implementation Best Practices for online teaching/ learning Love and Logic Strategies for the Classroom Write from the Beginning and Response to Text Training on software performance such as Adobe, Microsoft Forms, etc.

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			
Needs Assessment-Available data		X	X
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X		
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:		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	Direct Instruction via Microsoft Teams	Beyond Textbooks, Envision Math	Weekly formative assessment aligned to the standard via Microsoft Teams	Standards based benchmarks via Galileo and class based assessments
1-3	Direct Instruction via Microsoft Teams	Beyond Textbooks, Envision Math	Weekly formative assessment aligned to the standard via Microsoft Teams	Standards based benchmarks via Galileo and class based assessments
4-6	Direct Instruction via Microsoft Teams	Beyond Textbooks, Envision Math	Weekly formative assessment aligned to the standard via Microsoft Teams	Standards based benchmarks via Galileo and class based assessments
7-8	NA	NA	NA	NA
9-12	NA	NA	NA	NA

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	Direct Instruction via Microsoft Teams	McGraw Hill, Beyond Textbooks	Weekly formative assessment aligned to the standard via Microsoft Teams	Standards based benchmarks via Galileo and class based assessments
1-3	Direct Instruction via Microsoft Teams	McGraw Hill, Beyond Textbooks	Weekly formative assessment aligned to the standard via Microsoft Teams	Standards based benchmarks via Galileo and class based assessments
4-6	Direct Instruction via Microsoft Teams	McGraw Hill, Beyond Textbooks	Weekly formative assessment aligned to the standard via Microsoft Teams	Standards based benchmarks via Galileo and class based assessments
7-8	NA	NA	NA	NA
9-12	NA	NA	NA	NA

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency

Kindergarten	Direct Instruction via Microsoft Teams	Science Weekly, Scholastic Science, Beyond Textbooks	Weekly formative assessment aligned to the standard via Microsoft Teams	NA
1-3	Direct Instruction via Microsoft Teams	Science Weekly, Scholastic Science, Beyond Textbooks	Weekly formative assessment aligned to the standard via Microsoft Teams	NA
4-6	Direct Instruction via Microsoft Teams	Science Weekly, Scholastic Science, Beyond Textbooks	Weekly formative assessment aligned to the standard via Microsoft Teams	NA
7-8	NA	NA	NA	NA
9-12	NA	NA	NA	NA

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	Direct Instruction via Microsoft Teams	Studies Weekly, Beyond Textbooks	Weekly formative assessment aligned to the standard via Microsoft Teams	NA
1-3	Direct Instruction via Microsoft Teams	Studies Weekly, Beyond Textbooks	Weekly formative assessment aligned to the standard via Microsoft Teams	NA
4-6	Direct Instruction via Microsoft Teams	Studies Weekly, Beyond Textbooks	Weekly formative assessment aligned to the standard via Microsoft Teams	NA
7-8	NA	NA	NA	NA
9-12	NA	NA	NA	NA

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

- Laptops for those families that request it
- Internet Access information on resources will be provided to families, if they indicate a need.
- Mode of Instruction- Digitally via Microsoft Teams for both curriculum content and video conferencing. Students will receive both assignments and assessments to monitor progress.

• Staff will be provided technology devices and resources as needed to perform their job duties

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
1. SPED services will be provided via direct instruction from the teacher as outlined in students' IEPs. 2. Special Education teachers will set up office hours for parents and students to touch base. 3. Counseling, will start out as 1:1 and move into groups as school structure changes. Recorded lessons for social emotional supports will be provided that all staff can use for their own classes as needed.	1. SPED Teacher/Director 2. SPED Teacher/Director 3. Counselor, SPED Teacher/Director	1. Daily or as outlined in a student's IEP 2. Weekly or as outlined in a student's IEP 3. Weekly or as outlined in a student's IEP	1. Progress notes, attendance records 2. Meeting Notes 3. Progress notes, attendance records, Meeting Notes, Recorded lessons

Process for Implementing Action Step

Resource services will be provided via direct instruction from teacher, reteach can/will be provided through instructional assistants. We will continue the use of eSpark for all students (assignments based on current needs) and provide recorded lessons for students to review or if they missed their session for any given time. Special Education teachers will set up of office hours for parents and students to touch base with team. Knowing our current population, team may need to provide resources to students in order to be successful. We can provide students with "tool boxes" that can be checked out by parents for students to use at home as needed. Counseling, will start out as 1:1 and move into groups as school structure changes. Recorded lessons for social emotional supports will be provided that all staff can use for their own classes as needed. A variety of topics can be addressed; staff will be surveyed to see what they may being seeing as a need to be addressed by counseling team. Parent meetings are virtual unless requested.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Teachers of EL (English Learner) students will differentiate for EL students according to their proficiency level (Pre-Emergent/Basic/Intermediate). 2. Lesson plans provided by the teacher will include aligning ELP (English Language Proficiency) standards to ensure that students are receiving explicit language instruction as well as integrated content instruction. 3. Teachers will partner the ELP Standards with the grade level stands to determine the needs of their EL students to provide support in those areas. In addition, teachers will also provide Integrated ELD instruction in other content areas such as math, science, and social studies.	1. Classroom Teacher 2. Classroom Teacher 3. Classroom Teacher	1. Daily 2. Weekly 3. Weekly	1. Lesson Plans 2. Lesson Plans 3. Lesson Plans

Process for Implementing Action Step

Aligning the ELP standards with other content areas can be instructed by integrating content learning with English language acquisition strategies and supports such as grade level appropriate listening, speaking, reading and writing English according to the needs and proficiency level of the EL student. By following these guidelines as part of Arizona's SEI Models, Noah Webster Schools plans to ensure access and meet the needs for EL students. Assessments for classroom standards will be conducted as the campus determines, and state level assessments will be conducted as the state determines, adjustments will be made as needed to account for a virtual setting.

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	*NA*
	Packet of Social and Emotional Topics					*NA*
	Online Social Emotional videos	X	X	X	X	*NA*
	Parent Training					*NA*
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone	X	X	X	X	*NA*
	Webcast	X	X	X	X	*NA*
	Email/IM	X	X	X	X	*NA*
	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
1. Recorded lessons for social emotional supports will be provided that all staff can use for their own classes.	1. Teacher	1. Weekly/continuous	1. Video or Teacher Online platform

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
1. Regular checks for understanding 2. In class formative assessments 3. Cumulative assessment in core content areas	1. Classroom Teacher 2. Classroom Teacher 3. Classroom Teacher 4. Classroom Teacher	1. Daily 2. Weekly 3. After a Unit or group of standards	1. Student/Teacher Online platform 2. Student/Teacher Online platform or Gradebook

4. Benchmark Testing		4. 5 times a year and schedule intervals.	3. Student/Teacher Online platform or Gradebook 4. Reports from Galileo

Benchmark Assessments (1.a.vii)

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

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
Kindergarten	*Galileo Math – Imagine Learning*	*Online*	*9/14/2020-9/18/2020*
1-3	*Galileo Math – Imagine Learning*	*Online*	*9/14/2020-9/18/2020*
4-6	*Galileo Math – Imagine Learning*	*Online*	*9/14/2020-9/18/2020*
7-8	*NA*	*NA*	*NA*
9-12	*NA*	*NA*	*NA*

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	*Dibles - Acadience Learning*	*Online*	*9/14/2020-9/18/2020*
1-3	*Galileo ELA – Imagine Learning*	*Online*	*9/14/2020-9/18/2020*
4-6	*Galileo ELA – Imagine Learning*	*Online*	*9/14/2020-9/18/2020*
7-8	*NA*	*NA*	*NA*
9-12	*NA*	*NA*	*NA*

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

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.