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	Eloy Elementary School District #11	School District Entity ID	4448
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Ruby James	
Representative Telephone Number		520-466-2100	
Representative E-Mail Address		ruby.james@eloyesd.net	

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
Curiel Primary School	5940	110411103
Eloy Intermediate School	5941	110411104
Eloy Jr. High School	5942	110411105

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*
How many instructional days did the school district operate for School Year 2019-2020?	*145*

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

Estimated Enrollment for FY 2021	825	Start Date for Distance Learning	July 20, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	100	Estimated Number of Students Participating in Distance Learning for a Portion of the year	725
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. X 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:

Eloy Elementary class sizes are averaging 25-35 students per classroom. It is imperative that we place the safety of the students and staff as top priority when deciding how to best educate and meet students needs. It is impossible to safely distance students to meet the mandatory 6 ft. Social Distance recommendation that is found in the CDC Guidelines. All stakeholders in are in agreement to safely educate EESD students and staff, EESD will effectively implement Hybrid Model number #4.

EESD intends to operate distance learning and use a hybrid approach one the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom Monday- Thursday for 4 hours daily. Additionally, all students will have 5 hours of learning from home. All students have the option to use a chrome book or paper packets.

Starting July 20th all students will be using Google classroom on a daily basis to meet with their teacher for their direct instruction. The students will be allowed to interact with their teacher and get the support they may need to be successful. The students will get core instruction from their Math, ELA, Science, Social Studies, and band or P.E teacher. EESD will also implement other programs such as IXL, Khan Academy, and Accelerated Reader to provide support to core instruction. Teachers will be giving instruction in the morning from 8:00 am- 12:00 pm and will be available for students and parents from 1:00pm-4:00 pm for extra support. Parents and students can contact the teacher through email, phone, Class Dojo, and google meets.

Those students who opt for distance learning packets will pick up their packets two times a week and will drop off assignments during the same days to receive feedback and support from their teacher. The teachers will be available from 1:00pm-4:00pm for support by email or phone. For those students who are not able to pick up and drop off packets, school personnel will drop off and pick up academic packets. Another option would be for parents to download and email the student assignments to their teacher. Students will be accountable for all work including participation in direct instruction.

Is the school district requiring students to do distance learning?	Choose an item.

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, if this can safely be offered.*	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)

- *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
Eloy Jr. High School- For our distance learning student's attendance will be taken daily for each student using google meets as a first option. The second	Principals School secretaries Teachers Support staff	Attendance will be taken daily	Recording of PowerSchool Email confirmation Children's portfolio In person contact Record keeping for phone calls

option would be via phone or email. The third option would be a home visit. For students using academic packets attendance will be taken when students pick up packets as the first option. Second option would be through email, phone, or Class Dojo. Curiel Primary and Intermediate Schools will use the following options: Phone contact, Class DOJO, Email, turn in daily assignments, home visits if necessary			

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
EESD will use the following for attendance: • PowerSchool • Class DoJo • Video Conferencing • Home Visits • District Facebook Page • Distribution of Information • Personal phone calls • Parent emails • Attendance through the grab and go lunch • Pick up/drop off daily assignment.	• Teachers • School Secretaries • LEA • Administration • Support staff	• Daily	• Class DoJo Responses • Phone Call Logs • Uploads to Social Media • Parent Pick Up locations documentations • Information in Grab-N-Go Lunches • Email confirmation • PowerSchool attendance reports • In person contact documentation

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
Eloy Jr. High-Teachers must have their assignments uploaded on Google classroom for students to view for instruction. All instruction will be aligned with state standards. **Intermediate School-** will use the following: Weekly Lesson plans on virtual sessions, teachers and other staff will be available during school hours for student communication; Preparation of student packets, virtual instruction to students and parent concerns. Assignments will be loaded onto Google classroom for students to view and complete. **Curiel Primary School** will use the following: Weekly Lesson plans on virtual sessions, teachers and other staff will be available during school hours for student communication; Preparation of student packets, virtual instruction to students and parent concerns	LEA and Principal	Weekly grade level meetings, staff meetings, and principal conferences.	Grade level meetings, staff meetings, and principal conferences will have sign in documentation.

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
LEA: Human Resource distributed staff packets with updated policies to all staff during the first day of reporting to school. Staff and Leadership meeting were held by the LEA. The LEA will provide emotional and social training as needed for staff.	Payroll Clerk LEA	As Need Basis	Packets pick up and return Sign In sheets Teacher and administration recommendations

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
LEA: Virtual ASU Academy, Simple K-12 In Person PD Eloy Jr. High Teachers were provided with ASU Prep digital professional development for online learning/support, Simplek12	LEA Principals Teachers	Weekly Bi-weekly Monthly as needed	Certificates for Professional development Staff sign-in sheets Copy of week at a glance

Teacher collaboration/practice Pinal County distance learning training Eloy Intermediate Teachers were provided with ASU Prep digital professional development for online learning/support, Simplek12 Teacher collaboration/practice Pinal County distance learning training Curiel Primary School will use the following methods: Online, in person with social distancing, one on one trainings, Pinal County distance learning training			

List Specific Professional Development Topics That Will Be Covered

LEA Professional Development opportunities will include Virtual Learning Strategies, Distance Learning Teaching Strategies and techniques, COVID-19 Pandemic

Safety Tips for Classroom and Strategies for a safe classroom environment. All PD will be on an AS Need Basis for best practices/instructional delivery.

Eloy Jr. High will provide ongoing distance learning tools such as: Google Classroom, Google Meets, and Class Dojo, best practices /instructional delivery.

Eloy Intermediate will provide ongoing distance learning tools such as: Google Classroom, Google Meets, and Class Dojo, best practices /instructional delivery.

Curiel Primary School will provide training: Virtual lesson planning, Core Standards and Social and emotional support trainings

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	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	X
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:	X	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	• *Paper packets*	• *Go Math*	• *Go Math formatives*	• *Go Math formatives*

			(weekly)	(quarterly)
	• Videos • Online learning	• YouTube learning videos • Class Dojo	• Personal contact (phone/online)	• Galileo Assessments (quarterly)
1-3	Curiel: Grades 1st & 2nd Intermediate: 3rd • Virtual conferencing and collaboration tools • Videos • Interactive websites • Paper packets	Curiel: Grades 1st & 2nd Intermediate: 3rd • Zoom • Class Dojo • Google Classroom • Seesaw • Go Math	Curiel: Grades 1st & 2nd Intermediate: 3rd • Zoom assessment (daily, weekly) • Minute math drills (daily) • Go Math (weekly) • Galileo formatives bi-weekly • Personal contact (phone/online)	Curiel: Grades 1st & 2nd Intermediate: 3rd • Galileo Assessments (quarterly)
4-6	Grade level paper packets Virtual lessons Recorded Lessons Interactive websites	Zoom Google Classroom Class Dojo Journey's Go Math IXL	Weekly math quizzes on Zoom/Google Classroom Go Math Assessments on Zoom/Google Classrooms bi-weekly	Go Math Quarterly assessments on Zoom/Google Classrooms

7-8	Google Classroom	Go Math, IXL, and Khan Academy, Galileo, Performance Coach	Galileo assessments Go Math unit assessments	Quarterly Galileo Assessments
9-12				

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	• Paper packets • Videos • Online learning	• Journey's • YouTube learning videos • Reading A-Z • Teach Your Monster to Read (online)	• Reading formatives (weekly) • DIBELS Monitoring (Biweekly) • Personal contact (phone/online)	• DIBELS (semester) • Galileo (quarterly)
1-3	Curiel: Grades 1st & 2nd Intermediate: 3rd • Paper packets • Videos • Online learning	Curiel: Grades 1st & 2nd Intermediate: 3rd • Journey's • Zoom • Class Dojo • Google Classroom • Seesaw	Curiel: Grades 1st & 2nd Intermediate: 3rd • Assessments on Zoom (weekly) • Galileo formatives (bi-weekly) • Timed reading passages (daily)	Curiel: Grades 1st & 2nd Intermediate: 3rd • DIBELS (semester) • Galileo (quarterly)

			• AR	• DIBELS Monitoring (Biweekly) • Personal contact (phone/online)	
4-6	Grade level paper packets Virtual lessons Recorded Lessons Interactive websites	Zoom Google Classroom Class Dojo Journey's Readworks Get Epic		Reading Assessments on Zoom/Google Classrooms bi-weekly	Quarterly Reading assessments on Zoom/Google Classrooms
7-8	Google Classroom	Harcourt Collection Performance Coach, Galileo, IXL		Galileo Assessments Collection Assessments	Quarterly Galileo Assessments
9-12					

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	• Videos
	
	• Paper packets
	
	• Stories
	
	• On line activities
		• Components in
		
		   Journeys
		
		• YouTube learning
		
		   videos
			• Projects (weekly)
			
			• Formatives (weekly)
			
			• Personal contact (phone/online)
				Projects (quarterly)

		• Class Dojo		
1-3	Curiel: Grades 1st & 2nd Intermediate: 3rd • Online videos • Informational reading passages (paper packets)	Curiel: Grades 1st & 2nd Intermediate: 3rd • Online (YouTube) learning videos • Components in Journeys	Curiel: Grades 1st & 2nd Intermediate: 3rd • Informational text reading passages w/ multiple choice questions (weekly) • Personal contact (phone/online)	Curiel: Grades 1st & 2nd Intermediate: 3rd • Informational text reading passages w/ multiple choice questions (weekly)
4-6	Grade level paper packets Virtual lessons Recorded Lessons Interactive websites	Zoom Google Classroom Class Dojo Mystery Science Readworks	Science Assessments on Zoom/Google Classrooms bi-weekly	Quarterly Science assessments on Zoom/Google Classrooms Quarterly Projects
7-8	Google Classroom	Interactive Science IXL, AIMS Buckle Down	Unit Assessments	Quarterly Galileo Assessments
9-12				

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	• Videos • Paper packets • Stories	• Components in Journey's • Learning videos	• Projects (weekly) • Formatives (weekly) • Personal contact (phone/online)	• Projects (quarterly)
1-3	Curiel: Grades 1st & 2nd Intermediate: 3rd • Videos • Paper packets • Stories	Curiel: Grades 1st & 2nd Intermediate: 3rd • Components in Journey's • YouTube learning videos	Curiel: Grades 1st & 2nd Intermediate: 3rd • Informational text reading passages w/ multiple choice questions (weekly) • Personal contact (phone/online)	Curiel: Grades 1st & 2nd Intermediate: 3rd • Informational text reading passages w/ multiple choice questions (weekly)
4-6	Grade level paper packets Virtual lessons Recorded Lessons Interactive websites	Zoom Google Classroom Class Dojo Readworks	Projects on Zoom/Google Classrooms bi-weekly	Quarterly projects on Zoom/Google Classrooms

		Get Epic Go Noodle		
7-8	Google Classroom (Social Studies) Google Classroom(Band) Google Classroom (P.E./Health)	Khan Academy, Houghton Mifflin Hal Leonard Shape America and Open Phys Ed	Unit Assessments Performances Health Quizzes	Quarterly Galileo Assessments Performances Health Assessment
9-12				

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				

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
1. Provide direct services via videoconferencing or phone 2. Individual or group services via Zoom, Skype or Google Meet – 3. Daily live group lesson to students with technology 4. Provide work packets that align to goals for students without technology 5. Follow-up with weekly phone calls and office hours for students	1. Case Managers/Special Education Teachers 2. Speech Language therapist/Pathologist 3. Occupational Therapist 4. Physical Therapist 5. Special Education Director 6. School Psychologist 7. Classroom Teacher	1. Instruction will be provided daily through google classroom and phone calls. 2. Work packets will be provided 2 times weekly 3. Related services (speech, OT and PT) will be provided as stated on IEP through tele therapy, packet or phone conference.	1. Rubrics 2. Standards-Based Grading 3. IEP Goals and Objectives-Based Grading 4. Competency-Based Grading 5 Evidenced-Based Grading 6. Narrative Feedback for Video Observations or Family Anecdotal Reports 7. Narrative Feedback for Written Work 8. Access to needed resources to participate in learning

			9. Student's past performance
6. Consult services with parents/guardians 7. Consult with general education teacher 8. Instructions with modified lessons from online platforms like IXL Math and ELA, Khan Academy, etc. 9. Related services will provide Tele therapy as much as possible if not they will provide a work packet with follow-up phone calls. 10. Schools will make all reasonable efforts to ensure that IEP and MET meetings are held according to their due dates. 11. Continue with Evaluation through video conferencing or in person adhering to all social distancing guidelines.			

Process for Implementing Action Step

Case managers and related service providers will review students' IEPs and determine how to support individual student's IEP goals during Distance Learning. Special education staff will continue to provide instruction and other services to support student's learning. Staff will maintain a log of services offered and how these support students' IEP goals.

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
LEA, Curiel Primary, Intermediate and Eloy Junior High Schools will do the following to provide service to our EL population: •Classroom teacher will provide content to individual students based on language level after reviewing the 2020 AZELLA results •Classroom teacher will contact families daily to provide support •The teacher will provide content in all 5 language areas: Reading, Writing, Grammar, Oral Conversation, and Vocabulary Additional extended learning opportunities will be provided via the internet •Classroom teacher will provide content to individual students based on language level after reviewing the 2020 AZELLA results •Classroom teacher will contact families daily to provide support •The teacher will provide content in all 5 language areas: Reading, Writing, Grammar, Oral Conversation, and Vocabulary	Classroom EL Teachers EL Director Site Principals	Daily Weekly Bi-Weekly	Classroom assignment pick and return Phone Logs Parent Contact Logs Home Visits Postal deliveries Completed Assignments Verbal Communication with Students 6+0Attendance records Assessment Online login

•Additional extended learning opportunities will be provided via the internet			

Process for Implementing Action Step

1. Convene all Stakeholders: Board Members, Administration, Teachers, Grants Director, Transportation Director, Food Service, Technology, Support Staff, parents and community.

2. Understanding and recognizing the Pandemic

3. Safety Guidelines and the process

4. Survey students, parent and community needs (Needs Assessment)

5. Strategies to deliver instruction

6. Development a DLP for all students needs

7. Communication of DLP

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	X	X	X	X	
	Parent Training	X	X	X	X	
	Other:	X	X	X	X	

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

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

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
Lesson plans, Implementation of material both in packets and online, Collaboration with teachers/staff/parents/administration, and Biweekly social emotional check-in. Self-awareness: Identifying emotions Accurate self-perception Recognizing strengths Self-confidence Self-efficacy Self-management: Impulse control Stress management Self-discipline Self-motivation Goal-setting Organizational skills Social awareness: Perspective-taking Empathy Appreciating diversity Respect for others Relationship skills: Communication Social engagement Relationship-building Teamwork Responsible decision-making: Identifying problems Analyzing situations Solving problems Evaluating Reflecting Ethical responsibility	EESD school counselors	Weekly by office hours 7:30 am-4:00 pm Weekly by office hours 7:30-4:00 Monday-Thursday Call each student Biweekly Email/IM three times before calling biweekly. Thursday afternoon send out bot chat affirmations Monthly have students return favorite affirmations	Meetings via Zoom, Google classroom ,Dojo, Seesaw other means necessary Recording any In-Person contact with students, groups, or one on one session. 3 Question survey Google form log Copy and Paste any Email/IM communication in Google Forms Log

"Teach" essential SEL concepts using the provided curriculum, utilizing Second Step and Core SEL Competencies: Self-awareness, Self-management, Social awareness, Relationship skills, and Responsible decision-making. Weekly Check in with packet and/or online google classroom. Survey Forms after videos. Possible assignment and return of packet. Behavioral achievements, Academic Achievements. Twice a quarter look at student population grades and run reports. Call each student biweekly, Such as: Duo Call, Dojo, and/or Facetime, etc 3 Ways to Foster Student Well-Being During Crisis: https://www.edutopia.org/article/focusing-student-well-being-times-crisis Supporting Grieving Students: https://www.edutopia.org/blog/supporting-grieving-students-anne-obrien Building Empathy as an Antidote to Online Bullying: https://www.iste.org/explore/ISTE-blog/3-strategies-for-using-empathy-as-an-antidote-to-cyberbullying A General Overview of Resilience and Protective Factors: https://www.resiliency.com/free-articles-resources/the-foundations-of-the-resiliency-framework/			Google Bot weekly affirmations and encouragement with student response with emoji. At the end of each month's character counts affirmation request student/Parent to send their favorite affirmation back to the school counselor *Meetings via Zoom, Google Classroom Dojo, Seesaw other mean necessary

YouTube videos, music, Character Counts and Second Step videos and lessons plans. Parent email, Such as: Google Chats, Dojo, Seesaw, and texting. COVID 19 Resources for Supporting ELLs:https://www.colorincolorado.org/coronavirus. Provide high rates of positive feedback and structure academic activities for success. Educators should avoid asking students with learning disabilities to engage in tasks for which they do not have the supports they might have in the classroom. Ensuring student success is more important than completing a checklist of learning goals for students with learning disabilities. CONSISTENCY: SCHEDULES AND ROUTINES,CONTROL: SELF-CARE PLANS,COMMUNICATION: MENTAL HEALTH CHECK-IN, Anything that may be needed to provide services to the students, teachers, and administration.				

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
The District Approved assessment tool and Teacher created tests, IXL mastery report, Graded assignments. Pre and post testing of all students.	Teachers Principals	Bi-Weekly Teacher Created Assessment Quarterly District Approved Assessment Galileo	Teacher created testing data/information Reports Data Analysis

Benchmark Assessments (1.a.vii)

In the tables below, <u>list</u> 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	• *Galileo* • *Go Math unit assessments*	• *Paper packet* • *In person at testing center*	• *Weekly after the start of school* • *Quarterly (Sept 14 to 22,Nov 30 to Dec 8th, Feb 2021 from 22nd to March 2nd)*
1-3	*Curiel Primary: 1st and 2nd* *Intermediate: 3rd grade* • *Galileo* • *Go Math unit assessments*	*Curiel Primary: 1st and 2nd* *Intermediate: 3rd grade* • *Paper packet* • *In person at testing center if necessary*	*Curiel Primary: 1st and 2nd* • *Weekly after the start of school* • *Quarterly Math (Sept 14 & 15) ,Nov 30 to Dec 1st, Feb 2021 from*

			22nd t0 23rd, annual post May 10th to 11th) Intermediate: 3rd grade • December, May
4-6	Go Math Unit Assessments	Paper assessments Online assessments	Biweekly Assessments Quarterly assessments
7-8	Go Math Unit Assessments	Paper assessments Online assessments	Biweekly Assessments Quarterly assessments
9-12			

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	• Galileo • DIBELS • Formatives	• Paper packet • In person at testing center	• Weekly after the start of school • Quarterly (Sept 14 to 22,Nov 30 to Dec 8th, Feb 2021 from 22nd to March 2nd)
1-3	Curiel Primary: 1st and 2nd Intermediate: 3rd grade • Galileo	Curiel Primary: 1st and 2nd Intermediate: 3rd grade • Paper packet	Curiel Primary: 1st and 2nd • Weekly after the start of

	• Journey's • Weekly end unit tests	• In person at testing center if necessary	school •Quarterly ELA (Sept 16 & 17) ,Dec 2nd & 3rd, Feb 2021 from 24th & 25th, annual post May 12th &13th) Intermediate: 3rd grade • December, May
4-6	Journey's Assessments GALILEO	Paper assessments Online assessments	Biweekly Assessments Quarterly assessments Quarterly ELA (Sept 16 & 17) ,Dec 2nd & 3rd, Feb 2021 from 24th & 25th, annual post May 12th &13th)
7-8	Galileo STAR Reading Performance Coach	Paper assessments Online assessments	Biweekly Assessments Quarterly ELA (Sept 16 & 17) ,Dec 2nd & 3rd, Feb 2021 from 24th & 25th, annual post May 12th &13th)
9-12			

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).

Curiel Primary will provide assessments that will be taken home until the return of the brick and mortar classroom. Kinder will be assessed by appointments in testing centers by following the CDC guidelines.