

# Tolleson Elementary School District

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## 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](mailto:EmergencyDL@azed.gov) with any questions.*

|   |                                     |                           |      |
|---|-------------------------------------|---------------------------|------|
| School District Name  | Tolleson Elementary School District | School District Entity ID | 4264 |
| Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan) | Krystal Bolf                        |                           |      |
| Representative Telephone Number   | 623-533-3922                        |                           |      |
| Representative E-Mail Address   | kbolf@tesd17.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         |
|--|-----------|--------------|
| Arizona Desert Elementary School       | 10869     | 07-04-17-102 |
| Desert Oasis Elementary School         | 87526     | 07-04-17-104 |
| Porfirio H. Gonzales Elementary School | 6240      | 07-04-17-101 |
| Sheely Farms Elementary School         | 79402     | 07-04-17-103 |

## 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.

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|---|-----|
| How many instructional days will the school district operate for School Year 2020-2021? | 180 |
| 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  |  | Start Date for Distance Learning  | August 7, 2020  |
| Estimated Number of Students Participating in Distance Learning for the Full Year | Unknown at this time, our parents did not have to select full year, we will know in December if they choose to extend online learning into Quarters 3 and 4. | Estimated Number of Students Participating in Distance Learning for a Portion of the year | All students will be online thru October 9, 2020. Tolleson Elementary School District has a scheduled fall break from October 12-16, 2020 and on October 19, 2020 we will have 57% of families that responded to our survey stating they will be online continue online. 80% of the families responded to the survey and between August 17, 2020 and October 9, 2020 Tolleson Elementary School District staff members will continue to contact families to |

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|  |  |  | <p><b>determine the exact number of students that will be online for the remainder of the first semester.</b></p> |
| <p><b>Please choose the option that indicates your proposed duration/plan for distance learning:</b></p> | <p><input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students.</p> <p><input checked="" type="checkbox"/> 2. We intend to operate distance learning until October 9, 2020 for all students.</p> <p><input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen.</p> <p><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.).</p> <p><input type="checkbox"/> 5. Other (Please explain below).</p> |  |   |

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| <p><b>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</b></p>  |
| <p>Tolleson Elementary School District will offer Distance Learning to all students thru October 9, 2020. On October 19, 2020 students that chose in-person learning will return to our brick and mortar schools and families that chose to have their students in a distance learning environment will continue with distance learning. The date all students return can change based on key benchmarks or data points provided by Maricopa County Public Health or an order by the Tolleson Elementary School District Governing Board.</p> <p>Tolleson Elementary School District currently has 2867 students enrolled. We surveyed all families and received responses from 2295 students. The survey asked families if they were planning to send their student(s) back to school or if they wanted their student(s) to attend online school for at least the first semester. In December families will be given the option to have their student(s) continue with distance learning or if they would like to have their student(s) return to in-person learning at the school site. Families that chose in-person learning have the option to move their student(s) to online learning at any time during the school year.</p> |

|  |                 |
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| Is the school district requiring students to do distance learning?   | Choose an item. |
| <p>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?</p> <p>* On September 14, 2020 Tolleson Elementary School District opened Learning Labs at PH Gonzales and Sheely Farms and on September 21, 2020 Learning Labs were opened at Arizona Desert and Desert Oasis. The labs are open five days a week during regular school hours.</p> | 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. Train new staff on how to take attendance using Synergy.<br><br>2. Provide communication to remind returning staff on | 1. Technology Facilitator<br><br>2. Student Information Specialist/<br>Director of STEM and | 1. During New Teacher Orientation<br><br>2. Will be provided prior to the start of the school year but | 1. Monitoring attendance daily.<br><br>2. Monitoring attendance – Administrative Assistants will run daily attendance reports at |

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| attendance requirements/guidelines.   | Assessment Programs/Site Administrators.  | reminders will also be sent out throughout the school year.   | a specified time to verify attendance was taken and is accurate. |
| 3. Train staff on how to monitor attendance in Microsoft Teams and how to use the tracker in Blackboard. This will track participation and time spent online. | 3. Technology Director, Technology Facilitator, Director of STEM and Assessment Programs, Curriculum Support Specialist, and/or Blackboard webinars | 3. Training will happen prior to August 7, 2020 but staff will also have access to recorded webinars and direct access to staff who will support. | 3. Daily attendance reports.                                     |
| 4. Daily assignments completed and submitted by students.   | 4. Site administrators and Classroom teacher  | 4. Training will happen prior to August 7, 2020.  | 4. Daily attendance reports.                                     |

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  |
|---|---|---|---|
| 1. Personal Phone Calls to Parents          | 1. Classroom teachers, site administrators, site administrative assistants. | 1. Will be made based on need. If a child is absent for more than 3 days a teacher will reach out the families. If child has chronic absenteeism the site administrator will reach out to families. | 1. Log in Synergy   |
| 2. Attendance Line Automated Calls          | 2. Out-dial call prepared by site administrative assistants.                | 2. Call will go to the families of any absent student daily.  | 2. Report that is generated showing the number of calls the were successful |
| 3. Personal Calls through TEAMS to students | 3. Classroom teachers   | 3. As needed  | 3. TEAMS log  |
| 4. Email                                    | 4. District admin, site administrators and/or classroom teachers            | 4. As needed based on student performance as well as school and district communication to be shared.  | 4. Outgoing email log   |
| 5. Website                                  | 5. Technology Facilitator   | 5. As needed to share information or alerts.  | 5. Information present on the Tolleson Elementary School                    |

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| 6. Social Media   | 6. District or school level administrators.   | 6. As needed to share information and celebrations.                                       | District Website<br><a href="http://www.tollesonschools.com">www.tollesonschools.com</a> |
| 7. Class Dojo     | 7. Classroom teachers and/or site administrators  | 7. As needed to share communication with entire class, specific parents or entire school. | 6. Reviewing social media posts  |
| 8. Surveys        | 8. Will be conducted using Microsoft Forms and will be created by district administration, site administrators and/or classroom teachers. | 8. As needed to gather information.   | 7. Site and teacher logs   |
| 9. Out-dial Calls | 9. Administrative Assistants and Welcome Center Staff   | 9. As needed to share information. These are usually done in addition to bulk emails.     | 8. Survey results  |
|                   |   |   | 9. Out-dial reports  |

**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. Train staff on Houghton Mifflin Into Math (K-8 Math Curriculum) on implementation and how it can be used online. | 1. Houghton Mifflin Harcourt and District STEM Coaches | 1. Beginning of the school year and throughout the year based on need. | 1. Training participation, observations, teacher feedback, coaching logs with data and information. |

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| <p>2. Train staff on Houghton Mifflin Harcourt Reading Program (K-8 Reading Curriculum) on how to use in a digital environment as well as implementation training for new staff.</p> <p>3. Train staff on technology systems (Microsoft Teams, Office 365, additional tools to support with online learning). Microsoft Teams will be used as the communication device.</p> <p>4. Train staff on Edgenuity (6-8 for Science, History and Social Sciences, electives and Algebra resource)</p> <p>5. Train staff on Odysseyware (3-5 Science and History and Social Sciences resource)</p> <p>6. Train staff on Blackboard (Learning Management System)</p> <p>7. Train staff on best practices for online instruction</p> <p>8. Discussion about online schedules and daily expectations.</p> | <p>2. Houghton Mifflin Harcourt and District Instructional Coaches</p> <p>3. Technology Director, Technology Facilitator, District Coaches</p> <p>4. Edgenuity consultant, STEM and Assessment Director, Curriculum Support Specialist, Instructional and/or STEM Coaches</p> <p>5. Odysseyware consultant, STEM and Assessment Director, Curriculum Support Specialist, Instructional and/or STEM Coaches</p> <p>6. Blackboard self-paced webinars and Blackboard consultants</p> <p>7. Technology Facilitator, Site Administrators, Instructional and/or STEM Coaches</p> <p>8. Site Administrators and Instructional and/or STEM Coaches</p> | <p>2. Beginning of the school year and throughout the year based on need.</p> <p>3. Beginning of the school year and throughout the year based on need.</p> <p>4. Beginning of the year and throughout as needed.</p> <p>5. Beginning of the year and throughout as needed.</p> <p>6. Beginning of the school year. Webinars are available throughout the year.</p> <p>7. Beginning of the school year and throughout as needed.</p> <p>8. Beginning of the school year (by August 5, 2020).</p> | <p>2. Training participation, observations, teacher feedback, coaching logs with data and information.</p> <p>3. Training participation, observations, teacher feedback, coaching logs with data and information.</p> <p>4. Training participation, observations, teacher feedback, coaching logs with data and information.</p> <p>5. Training participation, observations, teacher feedback, coaching logs with data and information.</p> <p>6. Training participation, observations, teacher feedback, coaching logs with data and information.</p> <p>7. Training participation, observations, teacher feedback, coaching logs with data and information.</p> <p>8. Training participation, observations, teacher feedback, coaching logs with data and information.</p> |
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| <p>9. What does an online lesson look like and what will I do during content blocks?</p> | <p>9. Technology Facilitator, Curriculum Support Specialist, STEM and Assessment Director, Instructional and/or STEM Coaches</p> | <p>9. Beginning of the school year. Support will be provided throughout the year based on observations and teachers request.</p> | <p>9. Training participation, observations, teacher feedback, coaching logs with data and information.</p>  |
| <p>10. Special Area and how online lessons will look.</p>                                | <p>10. Curriculum Director and Special Area Teachers</p>   | <p>10. Beginning of the school year (July 30 – August 5).</p>  | <p>10. Training participation, observations, teacher feedback, coaching logs with data and information.</p> |
| <p>11. Science Instruction in an online environment</p>                                  | <p>11. STEM and Assessment Director and STEM Coaches</p>   | <p>11. Beginning of the school year and throughout the year as needed based on observations and feedback.</p>                    | <p>11. Training participation, observations and teacher feedback.</p>                                       |
| <p>12. Kids at Hope</p>  | <p>12. Curriculum Director and Kids at Hope Specialists on each campus</p>   | <p>12. New Teacher Training and all staff will receive continuation training throughout the school year.</p>                     | <p>12. Discussions, outcomes and logs</p>   |
| <p>13. Social Emotional Supports for staff</p>   | <p>13. District Counselors</p>   | <p>13. Beginning of the school year (by August 5, 2020).</p>   | <p>13. Training participation, logs, observations and teacher feedback.</p>                                 |
| <p>14. District and site expectations</p>  | <p>14. Superintendent, Site Administrators, Instructional and/or STEM Coaches</p>  | <p>14. Beginning of the school year (by August 5, 2020).</p>   | <p>14. Training participation, observations, teacher feedback, coaching logs with data and information.</p> |



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- 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. Information shared on professional expectations when teaching online. | 1. Human Resources Director, Site Administrators | 1. July 24, 2020 New Teacher Training, July 30, 2020 all Staff, as needed throughout the school year. | 1. Attendance log and discussions.                                    |
| 2. Families First Coronavirus Leave Act                                  | 2. District Human Resources Department           | 2. Information placed on District Website   | 2. How often link is opened.  |
| 3. Administrator communication/feedback                                  | 3. Site Administrators                           | 3. Daily/Weekly depending on need and information that needs to be shared                             | 3. Discussions with teachers, observations, logs, email documentation |

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

| Action Step(s)                                | Person(s) Responsible   | Frequency and/or Timing  | Evidence of Implementation   |
|---|---|--|--|
| 1. Microsoft Teams and Voice Over PowerPoints | 1. Technology Director, Technology Facilitator, Curriculum Director, Curriculum Support Specialist, Special Education Director, Human Resources Director, Instructional Coaches, STEM Coaches, New Teacher Mentor, Site Administrators, Food Service Director | 1. New Teacher Training (July 23 – July 28), All Staff Return Training (July 29 – August 6), and throughout the school year. | 1. Classroom observations, feedback, questions, follow-up trainings. |
| 2. Houghton Mifflin Harcourt TEAMS            | 2. Houghton Mifflin Harcourt Consultants for Into Reading, Into Literature and Into Math  | 2. New Teacher Training and All Staff Return Training  | 2. Classroom observations and questions.                             |
| 3. WebEx                                      |   |  |  |

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|--|---|--|---|
| <p>4. Blackboard online prerecorded webinars</p> <p>5. Arizona Department of Education webinars</p> <p>6. Houghton Mifflin Harcourt ED Professional Learning Webinar</p> | <p>3. Houghton Mifflin Harcourt Math</p> <p>4. Teachers are responsible to complete and Blackboard consultants are providing.</p> <p>5. Teachers are responsible to watch and complete an Office 365 reflection form.</p> <p>6. Houghton Mifflin Harcourt</p> | <p>3. July 29, 2020</p> <p>4. July 29 – August 6, 2020 and will be available throughout the year.</p> <p>5. Throughout the year for Science teachers</p> <p>6. Available for English Language Arts and Math Teachers throughout the school year. They are a resource for the Math and English Language Arts program.</p> | <p>3. Attendance log</p> <p>4. Completion of Personal Blackboard Area.</p> <p>5. Completion of reflection forms and/or Professional Learning Committee work.</p> <p>6. These will be watched on an as needed basis.</p> |
|--|---|--|---|

**List Specific Professional Development Topics That Will Be Covered**

Office 365, Microsoft TEAMS (beginner and advanced), Human Resources topics, Food Service guidelines, Kids at Hope, Classroom Management, New Teacher Mentor Orientation, Houghton Mifflin Harcourt English Language Arts, Houghton Mifflin Harcourt Math, Social and Emotional Supports for staff, Blackboard, Synergy, Illuminate, English Language Learner, How to teach in an online environment, Technology Systems, Science Standards and More, Edgenuity, Odysseyware, Routines and Procedures, Schedules, Goal Book, Frog Street Curriculum

**Connectivity (1.a.iii)**

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

|   | Students | Teachers | Staff |
|---|----------|----------|-------|
| <b>What was Used to Establish Need?</b> |          |          |       |
| Questionnaire (Survey)                  | X        | X        | 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)   |   |   |   |
| Other: Teachers have the opportunity to work from their classroom if they need Internet Connectivity. |   | X | X |
| When will stakeholders have access to IT Support Availability?  |   |   |   |
| Traditional School Hours  | X | X | X |
| Extended Weekday Hours  | X | X | X |
| 24/7 Support  |   |   |   |
| Other:  |   |   |   |

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

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

| 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"> <li>Microsoft TEAMS (used for communication)</li> <li>Blackboard (Learning Management System)</li> <li>Teachers will be live-streaming lessons and students will participate virtually in whole group</li> </ul> | <ul style="list-style-type: none"> <li>Office 365</li> <li>Houghton Mifflin Harcourt Into Math</li> </ul> | Students will complete a pretest, midyear assessment and posttest using the Illuminate Assessment System. They will take the pretest by the end of September, the midyear assessment by the end of January and the posttest by the end of May. | <p>Students will complete Houghton Mifflin Harcourt module assessments for Into Math. Students will use the Houghton Mifflin Harcourt Ed Platform, Illuminate and/or paper/pencil.</p> <p>Teachers will also complete summative assessments for individual students based on</p> |

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|     | learning, small group lessons, projects and 1:1 if needed.  |   | Houghton Mifflin Harcourt Math Growth Measure Assessment will be administered in the fall, winter and spring (3-8).  | need and/or skills being taught.  |
| 1-3 | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> <li>• Teachers will be live-streaming lessons and students will participate virtually in whole group learning, small group lessons, projects and 1:1 if needed</li> </ul> | <ul style="list-style-type: none"> <li>• Office 365</li> <li>• Houghton Mifflin Harcourt Into Math</li> <li>• Houghton Mifflin Harcourt Waggle (2-8)</li> </ul> | <p>Students will complete a pretest, midyear assessment and posttest using the Illuminate Assessment System. 1<sup>st</sup> grade will complete their assessments by mid-September, end of December and end of May. 2<sup>nd</sup> – 3<sup>rd</sup> will complete their assessments by the end of August, end of December and end of May.</p> <p>Houghton Mifflin Harcourt Math Growth Measure Assessment will be administered in the fall, winter and spring (3-8).</p> | Students will complete Houghton Mifflin Harcourt module assessments for Into Math. Students will use the Houghton Mifflin Harcourt Ed Platform, Illuminate and/or paper/pencil (1 <sup>st</sup> grade). |
| 4-6 | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> <li>• Teachers will be live-streaming lessons and students will participate virtually in whole group</li> </ul>   | <ul style="list-style-type: none"> <li>• Office 365</li> <li>• Houghton Mifflin Harcourt Into Math</li> <li>• Houghton Mifflin Harcourt Waggle (2-8)</li> </ul> | Students will complete a pretest, midyear assessment and posttest using the Illuminate Assessment System. Students will complete their assessments by the end of August, end of December and end of May.   | Students will complete Houghton Mifflin Harcourt module assessments for Into Math. Students will use the Houghton Mifflin Harcourt Ed Platform and/or Illuminate.                                       |

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|      | learning, small group lessons, projects and 1:1 if needed  |   | Houghton Mifflin Harcourt Math Growth Measure Assessment will be administered in the fall, winter and spring (3-8).  |   |
| 7-8  | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> <li>• Teachers will be live-streaming lessons and students will participate virtually in whole group learning, small group lessons, projects and 1:1 if needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Office 365</li> <li>• Houghton Mifflin Harcourt Into Math</li> <li>• Houghton Mifflin Harcourt Waggle (2-8)</li> </ul> | <p>Students will complete a pretest, midyear assessment and posttest using the Illuminate Assessment System. Students will complete their assessments by the end of August, end of December and end of May.</p> <p>Houghton Mifflin Harcourt Math Growth Measure Assessment will be administered in the fall, winter and spring (3-8).</p> | Students will complete Houghton Mifflin Harcourt module assessments for Into Math. Students will use the Houghton Mifflin Harcourt Ed Platform and/or Illuminate. |
| 9-12 |  |   |  |   |

| <b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b> |  |   |  |  |
|---|--|---|--|--|
|   | <i>Educational Delivery Methodologies</i>  | <i>Content Provider/Program Used</i>  | <i>Formative Assessment Strategies and Frequency</i>   | <i>Summative Assessment Strategies and Frequency</i>   |
| <i>Kindergarten</i>   | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> <li>• Teachers will be live-streaming lessons</li> </ul> | <ul style="list-style-type: none"> <li>• Office 365</li> <li>• Houghton Mifflin Harcourt Into Reading (K-5)</li> <li>• iRead (K-2)</li> </ul> | Students will complete a pretest, midyear assessment and posttest using the Illuminate Assessment System. They will take the pretest by the end of September, the midyear assessment by the end of | Students will complete the weekly and module assessments for kindergarten in Houghton Mifflin Harcourt Ed, Illuminate Assessment System or paper/pencil. |

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|     | and students will participate virtually in whole group learning, small group lessons, projects and 1:1 if needed.  |   | January and the posttest by the end of May.   | Teachers will also complete summative assessments for individual students based on need and/or skills being taught.  |
| 1-3 | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> <li>• Teachers will be live-streaming lessons and students will participate virtually in whole group learning, small group lessons, projects and 1:1 if needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Office 365</li> <li>• Houghton Mifflin Harcourt Into Reading (K-5)</li> <li>• Houghton Mifflin Harcourt iRead (K-2)</li> <li>• Houghton Mifflin Harcourt Waggle (2-8)</li> </ul>           | <p>Students will complete a pretest, midyear assessment and posttest using the Illuminate Assessment System. 1<sup>st</sup> grade will complete their assessments by mid-September, end of December and end of May. 2<sup>nd</sup> – 3<sup>rd</sup> will complete their assessments by the end of August, end of December and end of May.</p> <p>Houghton Mifflin Harcourt Reading Growth Measure Assessment will be administered in the fall, winter and spring (3-8).</p> | <p>Students will complete the weekly and module assessments in Houghton Mifflin Harcourt Ed, Illuminate Assessment System or paper/pencil (1<sup>st</sup> grade).</p> <p>Teachers will also complete summative assessments for individual students based on need and/or skills being taught.</p> |
| 4-6 | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> <li>• Teachers will be live-streaming lessons and students will participate virtually</li> </ul>   | <ul style="list-style-type: none"> <li>• Office 365</li> <li>• Houghton Mifflin Harcourt Into Reading (K-5)</li> <li>• Houghton Mifflin Harcourt Into Literature (6-8)</li> <li>• Houghton Mifflin Harcourt Waggle (2-8)</li> </ul> | <p>Students will complete a pretest, midyear assessment and posttest using the Illuminate Assessment System. Students will complete their assessments by the end of August, end of December and end of May.</p>   | <p>Students will complete the weekly and module assessments for kindergarten in Houghton Mifflin Harcourt Ed or Illuminate Assessment System.</p>  |

|      |  |   |  |  |
|------|--|---|--|--|
|      | in whole group learning, small group lessons, projects and 1:1 if needed.  |   | Houghton Mifflin Harcourt Reading Growth Measure Assessment will be administered in the fall, winter and spring (3-8).   |  |
| 7-8  | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> <li>• Teachers will be live-streaming lessons and students will participate virtually in whole group learning, small group lessons, projects and 1:1 if needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Office 365</li> <li>• Houghton Mifflin Harcourt Into Literature (6-8)</li> <li>• Houghton Mifflin Harcourt Waggle (2-8)</li> </ul> | <p>Students will complete a pretest, midyear assessment and posttest using the Illuminate Assessment System. Students will complete their assessments by the end of August, end of December and end of May.</p> <p>Houghton Mifflin Harcourt Reading Growth Measure Assessment will be administered in the fall, winter and spring (3<sup>rd</sup> grade).</p> | Students will complete the weekly and module assessments for kindergarten in Houghton Mifflin Harcourt Ed or Illuminate Assessment System. |
| 9-12 |  |   |  |  |

| <b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b> |  |   |  |   |
|---|--|---|--|---|
|   | <i>Educational Delivery Methodologies</i>  | <i>Content Provider/Program Used</i>  | <i>Formative Assessment Strategies and Frequency</i> | <i>Summative Assessment Strategies and Frequency</i>                          |
| <i>Kindergarten</i>   | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> <li>• Teachers will be live-streaming lessons and students will</li> </ul> | <ul style="list-style-type: none"> <li>• Office 365 (K-8)</li> <li>• Odysseyware (3-5)</li> <li>• Reading A-Z (K-6)</li> <li>• Rozzy Learning (K-8)</li> <li>• Mystery Science (K-5)</li> </ul> |  | Teachers will use student work and notes to gather summative assessment data. |

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|     |  |   |  |   |
|-----|--|---|--|---|
|     | participate virtually in whole group learning, small group lessons, projects and 1:1 if needed.  |   |  |   |
| 1-3 | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> <li>• Teachers will be live-streaming lessons and students will participate virtually in whole group learning, small group lessons, projects and 1:1 if needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Office 365 (K-8)</li> <li>• Odysseyware (3-5)</li> <li>• Science A-Z (K-6)</li> <li>• Rozzy Learning (K-8)</li> <li>• Mystery Science (K-5)</li> </ul>   |  | Teachers will use student work and notes to gather summative assessment data.       |
| 4-6 | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> <li>• Teachers will be live-streaming lessons and students will participate virtually in whole group learning, small group lessons, projects and 1:1 if needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Office 365 (K-8)</li> <li>• Odysseyware (3-5)</li> <li>• Science A-Z (K-6)</li> <li>• Rozzy Learning (K-8)</li> <li>• Mystery Science (K-5)</li> <li>• Kessler Science (6-8)</li> <li>• Edgenuity (6-8)</li> </ul> | <p>Students will complete a pretest and posttest using the Illuminate Assessment System. Students will complete their assessments by the end of August, end of December and end of May.</p> <p>4<sup>th</sup> grade students will also take an AIMS practice test.</p> | <p>End of Unit Assessments (quarterly)</p> <p>Student Work</p> <p>Teacher Notes</p> |



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|      |  |  |  |   |
|------|--|--|--|---|
| 7-8  | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> <li>• Teachers will be live-streaming lessons and students will participate virtually in whole group learning, small group lessons, projects and 1:1 if needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Office 365 (K-8)</li> <li>• Rozzy Learning (K-8)</li> <li>• Kessler Science (6-8)</li> <li>• Edgenuity (6-8)</li> </ul> | <p>Students will complete a pretest and posttest assessment and posttest using the Illuminate Assessment System. Students will complete their assessments by the end of August, end of December and end of May.</p> <p>8<sup>th</sup> grade students will also take an AIMS practice test.</p> | <p>End of Unit Assessments (quarterly)</p> <p>Student Work</p> <p>Teacher Notes</p> |
| 9-12 |  |  |  |   |

| <b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b> |  |  |  |  |
|---|--|--|--|--|
|   | <i>Educational Delivery Methodologies</i>  | <i>Content Provider/Program Used</i>   | <i>Formative Assessment Strategies and Frequency</i> | <i>Summative Assessment Strategies and Frequency</i>                                 |
| Kindergarten  | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> <li>• Teachers will be live-streaming lessons and students will participate virtually in whole group learning, small group lessons, projects and 1:1 if needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Office 365 (K-8)</li> <li>• Rozzy Learning (K-8)</li> </ul> |  | <p>Teachers will use student work and notes to gather summative assessment data.</p> |

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|     |  |  |  |   |
|-----|--|--|--|---|
| 1-3 | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> <li>• Teachers will be live-streaming lessons and students will participate virtually in whole group learning, small group lessons, projects and 1:1 if needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Office 365 (K-8)</li> <li>• Rozzy Learning (K-8)</li> <li>• Odysseyware (3-5)</li> </ul>                            |  | Teachers will use student work and notes to gather summative assessment data.       |
| 4-6 | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> <li>• Teachers will be live-streaming lessons and students will participate virtually in whole group learning, small group lessons, projects and 1:1 if needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Office 365 (K-8)</li> <li>• Rozzy Learning (K-8)</li> <li>• Odysseyware (3-5)</li> <li>• Edgenuity (6-8)</li> </ul> |  | <p>End of Unit Assessments (quarterly)</p> <p>Student Work</p> <p>Teacher Notes</p> |
| 7-8 | <ul style="list-style-type: none"> <li>• Microsoft TEAMS (used for communication)</li> <li>• Blackboard (Learning Management System)</li> </ul>  | <ul style="list-style-type: none"> <li>• Office 365 (K-8)</li> <li>• Rozzy Learning (K-8)</li> <li>• Odysseyware (3-5)</li> <li>• Edgenuity (6-8)</li> </ul> |  | <p>End of Unit Assessments (quarterly)</p> <p>Student Work</p> <p>Teacher Notes</p> |

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|   |   |                                      |  |  |
|---|---|--------------------------------------|--|--|
|   | <ul style="list-style-type: none"> <li>Teachers will be live-streaming lessons and students will participate virtually in whole group learning, small group lessons, projects and 1:1 if needed.</li> </ul> |                                      |  |  |
| 9-12  |   |                                      |  |  |
| <b>Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d) )</b> |   |                                      |  |  |
|   | <i>Educational Delivery Methodologies</i>   | <i>Content Provider/Program Used</i> | <i>Formative Assessment Strategies and Frequency</i> | <i>Summative Assessment Strategies and Frequency</i> |
| 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)**

A strong partnership between students, families, teachers and administrators will provide a positive online learning experience and prepare ALL students for a successful learning experience. Teachers will work with students at the beginning of the year to develop a safe learning space where students feel comfortable asking for help, responding to questions and providing support to one another. Tolleson Elementary School District believes in instilling growth mindset practices within our students and is fortunate that those practices are heavily embedded in the Houghton Mifflin Harcourt Into Reading, Into Literature and Into Math core programs. Students will have opportunities to work in a collaborative environment where they can complete tasks with other group members in a breakout room setting and then rejoin the class to discuss assignments and what was learned.

Tolleson Elementary School District students will participate in live learning sessions throughout the day. Their schedule will mimic a traditional school day schedule where students will begin the day at 7:45 and end the day at 2:30 at two of our campuses and then two campuses have the students starting at 8:30 and ending their day at 3:15. Students will have access to core content classes (English Language Arts, Mathematics, Science and History and Social Sciences) along with special area classes (Art, PE and/or Computer Science). There will also be time allotted during the school day for students to eat lunch and have brain breaks. Each school will have time throughout the day for a Social Emotional lesson that will be taught by the classroom teacher or school counselor. Students will have access to counselors and will have the ability to participate in individual and/or group sessions. Students that receive Special Education resource support will be pulled out into a TEAMS channel or the Resource teacher will push into the general education environment. Students receiving speech, occupational and/or physical therapy will also be serviced by a licensed provider through the TEAMS environment. Tolleson Elementary School District Psychologists will assess and meet with students and families through TEAMS. All privacy laws will be followed.

Students will have access to online curriculum through a virtual classroom setting. Teachers will be live streaming lessons and will be available to interact with students and answer questions throughout the lesson(s). Students will access the digital curriculum (Houghton Mifflin Harcourt, Odysseyware, Edgenuity, and/or supplemental materials) and assessments under the direct supervision of his/her teacher throughout the school day but all curriculum materials will be available at any time for the students to access to support with homework and/or projects. Students will have access to online adaptive intervention support through Waggle and iRead. Teachers will also support students through online interventions in a small group setting.

Science and History and Social Science standards heavily support exploration and inquiry-based thinking. During content lessons students will have opportunities to explore events and locations through virtual field trips, phenomena-based videos, online/interactive experiments, and interactions with professionals who have researched and/or experienced specific core ideas or units of study.

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All students have access to a chat feature within TEAMS that will allow them to message their teacher privately or in an area the entire class can see and respond to. The chat feature also allows for teachers to set up small groups for interventions, projects, etc. and students can chat with only the people in that group as well, and teachers are able to monitor the chat features. Parents and students will have access to an IT help desk through a Microsoft Form that is available 24 hours a day, 7 days a week. As soon as it is submitted with the technology question/issue/concern a member of the IT team is notified. Tolleson Virtual Academy teachers are well versed with technology and usually able to support students with basic needs immediately during a class session.

In an online learning environment, it can be difficult to address specific types of learning needs, especially students that are tactile learners that is why Tolleson Elementary School District will be working closely with parents and students to ensure students have all of the necessary materials needed to make a lesson successful. Students will be provided with the Houghton Mifflin Harcourt Interactive student books for both English Language Arts and Mathematics along with math manipulatives and supplies to support with deep understanding. Students will also receive a district loaned Surface Go device that will easily access curriculum and TEAMS through a single sign-on process.

**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. Students with exceptionalities will be identified in accordance with and in adherence to all policies required under the Individuals with Disabilities Education Act (IDEA) 2004 and Section 504 of the Rehabilitation Act of 1973. | 1. Classroom Teacher(s), Special Education Staff (Teachers, Speech Therapists, Occupational Therapists, Physical Therapists), School Psychologist | 1. Throughout the year based on Child Study Team information and parent requests. | 1. Documentation in IEP Pro            |
| 2. Tolleson Elementary School District will adhere to Child Find Requirements as outlined in IDEA, Part C.   | 2. Classroom Teacher(s), Special Education Staff (Teachers, Speech Therapists, Occupational Therapists, Physical Therapists), School Psychologist | 2. Throughout the school year and as students enter.                              | 2. Parent communication, documentation |
| 3. Students new to Tolleson Elementary School District will  | 3. Classroom Teacher(s), Special Education Staff (Teachers,   | 3. As students enter throughout the year.   | 3. Completion of the 45-day screener   |

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|   |   |   |   |
|---|---|---|---|
| <p>participate in a 45-day screening process.</p> <p>4. Steps for a comprehensive initial and re-evaluation of students will occur through in-person and online assessments.</p> <p>5. Students who are currently receiving Special Education Services, including 504 accommodations will receive services in a virtual environment.</p> <p>6. Students who are currently receiving Special Education Services, including 504 accommodations will be monitored for progress on IEP goals.</p> | <p>Speech Therapists, Occupational Therapists, Physical Therapists), School Psychologist, School Administrative Assistants</p> <p>4. Special Education Staff (Teachers, Speech Therapists, Occupational Therapists, Physical Therapists) and School Psychologist</p> <p>5. Special Education Staff (Teachers, Speech Therapists, Occupational Therapists, Physical Therapists)</p> <p>6. Special Education Staff (Teachers, Speech Therapists, Occupational Therapists, Physical Therapists) and Classroom Teacher(s)</p> | <p>4. Throughout the year when evaluations are due and as students have completed a Child Study Process where testing a recommendation.</p> <p>5. Daily</p> <p>6. Daily and formal progress reports will be sent home with mid-quarter progress reports and quarterly report cards.</p> | <p>4. Calendar documentation and reports</p> <p>5. Lesson plans, therapy notes, student progress</p> <p>6. Copies of progress reports</p> |
|---|---|---|---|

**Process for Implementing Action Step**

During instruction, students with exceptionalities will receive specially designed instruction, provided by an appropriately certified special education teacher or related service provider, which is unique to the accommodations and modifications outlined in their Individual Education Plan (IEP), addressing adaptations to content, methodology or delivery of instruction. Based on each IEP, students will be provided services in 1:1 or small group settings. Special Education and related service providers will work collaboratively with general education teachers to ensure all students have access to general education curriculum and that all students with IEPs or 504 Plans have access to all described accommodations. Students will receive instruction based on IEP goals either in a small group pull out setting or a larger whole group general education classroom setting where additional focused support will be provided.

Tolleson Elementary School District provides a unique platform that in many respects is advantageous to students with learning challenges including:

- multiple modalities for learning
- control of visual display of content
- font size, background color, typeface
- voice to text typing feature
- on-screen text read aloud feature

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-touch-screen capability  
 -opportunities for repetition of instruction  
 -modified or specialized curriculum

Students will have assignments posted in Blackboard and will use Microsoft TEAMS to receive services and collaborate with service providers.

*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  |
|--|---|---|---|
| 1. Provide SEI Models Overview Training and ELP Standards Training to Targeted and Explicit SEI Teachers and Integrated SEI Teachers | 1. Curriculum Support Specialist  | 1. Early August   | 1. Pre-Recorded PD Offerings, Training PowerPoints, Agendas, and Sign-in sheets |
| 2. Schedule and Implement bi-weekly virtual classroom visits   | 2. Site Administrators, Instructional Coaches, STEM Coaches, New Teacher Mentor, Curriculum Support Specialist, District Administrators | 2. Bi-weekly Classroom Observations throughout the year | 2. SEI Classroom Protocol Documentation   |
| 3. Provide virtual coaching to all SEI Model teachers as needed  | 3. Curriculum Support Specialist, Instructional Coaches, STEM Coaches, New Teacher Mentor   | 3. Throughout the year as needed                        | 3. Documentation and Coaching Logs.   |
| 4. Supporting EL Students using the Language Objective and Vocabulary Words in the Into Math Curriculum                              | 4. STEM Coaches   | 4. August 31, 2020                                      | 4. Attendance logs, classroom observations and discussions                      |

**Process for Implementing Action Step**

The Arizona Department of Education has adopted new Structured English Immersion (SEI) Models and new English Language Proficiency (ELP) Standards for the 2020-2021 school year and beyond. As a result, we will provide an initial overview training for both the SEI Models and the ELP Standards. Immediately following the training and upon students returning, we will schedule and implement bi-weekly classroom visits to all Targeted and Explicit SEI Teachers, as well as all Integrated SEI Teachers. During the virtual classroom visits, we will use the SEI Classroom Protocol guidance provided by the Arizona Department of Education to provide teachers with feedback and to support our administrators and coaches with designing ongoing instructional supports and next steps.

Students who classified as preemergent or basic based on AZELLA results will have access to the online version of Rosetta Stone to assist with individual language needs. The Curriculum Support Specialist along with Instructional and STEM Coaches will ensure language development is evident in all content area lessons and will support teachers with individual, small group and whole class needs.

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

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

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

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

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*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                         |
|--|--|--|--|
| 1. Second Step Lessons   | 1. School Counselors   | 1. 30 minutes weekly   | 1. Discussions and Exit Tickets on Microsoft Forms |
| 2. Social Emotional Lessons  | 2. Classroom Teacher   | 2. 15 minutes daily  | 2. Discussion and student participation            |
| 3. Student minute meetings/check-ins   | 3. Classroom Teacher and/or School Counselors                          | 3. 15 minutes during the first week of school                              | 3. Completion of Microsoft Forms                   |
| 4. Online Groups for Study Skills, Calming Strategies, Self-Regulation, Anger Management | 4. School Counselors   | 4. As needed   | 4. Lesson plans and discussions                    |
| 5. Outside contracted agencies providing mental health services.                         | 5. Arizona Youth and Families Services and Southwest Behavioral Health | 5. Weekly and will last until student's goals are met                      | 5. Meeting logs                                    |
| 6. Social and Emotional Support for Staff  | 6. School Counselors and Arizona Youth and Families Services           | 6. 3 – 30-minute sessions before school starts and another options session | 6. Discussion with staff                           |

**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 |
|-----------------------------------|--------------------------------------|--|----------------------------|
| 1. Pre, Mid and Post Assessments. | 1. Administered by classroom teacher | 1. Pre will be administered in August, Mid in December and Post in May | 1. Illuminate Reports      |



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|  |                                      |  |  |
|--|--------------------------------------|--|--|
| 2. English Language Arts Weekly and Module Assessments | 2. Administered by classroom teacher | 2. Weekly and end of module (number of modules vary by grade level)              | 2. Houghton Mifflin Harcourt and/or Illuminate Reports   |
| 3. Math Module Assessments                             | 3. Administered by classroom teacher | 3. The number of days in each module varies but most are between 10 and 15 days. | 3. Houghton Mifflin Harcourt and/or Illuminate           |
| 4. Exit Tickets  | 4. Administered by classroom teacher | 4. Daily   | 4. Grades in Synergy and student progress on assessments |

**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.

| <b>Benchmark Assessments (Math)</b> |   |  |   |
|-------------------------------------|---|--|---|
|                                     | <i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i> | <i>Plan for Assessment (online, in person, at testing center, etc.)</i>  | <i>Proposed date(s) of assessments</i>  |
| <i>Kindergarten</i>                 | Pretest, Midyear Assessment and Posttest - Illuminate                                   | Students that are attending in person will take in person, students receiving instruction online will take online. If online learning extends past August 17, 2020 any test that falls during the online learning time frame will be taken online. | Pretest: August 24 – September 18<br>Midyear: December 2 – December 18<br>Posttest: May 3 – May 21                            |
| <i>1-3</i>                          | Pretest, Midyear Assessment and Posttest - Illuminate                                   | Students that are attending in person will take in person, students receiving instruction online will take online. If online learning extends past August 17, 2020 any test that falls during the online learning time frame will be taken online  | 1 <sup>st</sup> Grade:<br>Pretest: August 24 – September 18<br>Midyear: December 9 – December 18<br>Posttest: May 12 – May 21 |

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|      |   |   |  |
|------|---|---|--|
|      |   |   | <p>2<sup>nd</sup> Grade:<br/>                 Pretest: August 24 – September 18</p> <p>Midyear: December 14 – December 18</p> <p>Posttest: May 17 – May 21</p> |
| 4-6  | Pretest, Midyear Assessment and Posttest - Illuminate | Students that are attending in person will take in person, students receiving instruction online will take online. If online learning extends past August 17, 2020 any test that falls during the online learning time frame will be taken online | Pretest: August 24 – September 18<br><br>Midyear: December 14 – December 18<br><br>Posttest: May 17 – May 21   |
| 7-8  | Pretest, Midyear Assessment and Posttest - Illuminate | Students that are attending in person will take in person, students receiving instruction online will take online. If online learning extends past August 17, 2020 any test that falls during the online learning time frame will be taken online | Pretest: August 24 – September 18<br><br>Midyear: December 14 – December 18<br><br>Posttest: May 17 – May 21   |
| 9-12 |   |   |  |

| <b>Benchmark Assessments (ELA)</b> |   |   |  |
|------------------------------------|---|---|--|
|                                    | <i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i> | <i>Plan for Assessment (online, in person, at testing center, etc.)</i>   | <i>Proposed date(s) of assessments</i>   |
| Kindergarten                       | Pretest, Midyear Assessment and Posttest - Illuminate                                   | Students that are attending in person will take in person, students receiving instruction online will take online. If online learning extends past August 17, 2020 any test that falls during the | Pretest: August 24 – September 18<br><br>Midyear: December 2 – December 18<br><br>Posttest: May 3 – May 21 |

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|      |   |   |  |
|------|---|---|--|
|      |   | online learning time frame will be taken online.  |  |
| 1-3  | Pretest, Midyear Assessment and Posttest - Illuminate | Students that are attending in person will take in person, students receiving instruction online will take online. If online learning extends past August 17, 2020 any test that falls during the online learning time frame will be taken online | <p>1<sup>st</sup> Grade:<br/>                     Pretest: August 24 – September 18<br/>                     Midyear: December 9 – December 18<br/>                     Posttest: May 12 – May 21</p> <p>2<sup>nd</sup> Grade:<br/>                     Pretest: August 24 – September 18<br/>                     Midyear: December 14 – December 18<br/>                     Posttest: May 17 – May 21</p> |
| 4-6  | Pretest, Midyear Assessment and Posttest - Illuminate | Students that are attending in person will take in person, students receiving instruction online will take online. If online learning extends past August 17, 2020 any test that falls during the online learning time frame will be taken online | <p>Pretest: August 24 – September 18<br/>                     Midyear: December 14 – December 18<br/>                     Posttest: May 17 – May 21</p>  |
| 7-8  | Pretest, Midyear Assessment and Posttest - Illuminate | Students that are attending in person will take in person, students receiving instruction online will take online. If online learning extends past August 17, 2020 any test that falls during the online learning time frame will be taken online | <p>Pretest: August 24 – September 18<br/>                     Midyear: December 14 – December 18<br/>                     Posttest: May 17 – May 21</p>  |
| 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).**

Students that are attending school in person will take the assessments in a typical classroom setting. Students that are online will take their assessments using the Illuminate testing system, but teachers will require all students to have their cameras on during testing.

State assessments will be administered in person and we will work to ensure students are safe when coming in to take these assessments.

### 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.**

The mission: Tolleson Elementary School District believes, educates, motivates and prepares all students, the vision: Expecting excellence, inspiring innovation and achieving greatness in addition to the goals of increasing student achievement, fostering a culture of excellence through A rated schools that focus on the whole child and providing outstanding customer service to students, parents, community and staff, is foundation of our school district. All decisions are made based on alignment to the mission, vision and goals with our student's educational experience being top priority. Our teachers have a can-do attitude and will do whatever is necessary to improve the academic abilities of all students. An online setting is much different than working with students face to face in a classroom, but we will work with students in many ways: a larger whole class setting, small group settings and one on one settings, to ensure success. We will offer students core instruction as well as interventions or enrichment based on performance but also interest.

Online instructional lessons will be streamed by teachers, students will be watching the live lesson and will have the opportunity to interact and ask questions, just as if the child was sitting in a classroom. The goal is to have online instruction be as interactive and beneficial as in person learning. Students and teachers will be using Microsoft TEAMS, Microsoft Classroom and our LMS to post lessons and assignments, monitor assignments and attendance, video conference, chat and conduct class sessions. Students will have the ability to send private chat messages to their teachers to request support with assignments and social emotional needs they may have. Teachers will have the ability to meet with small groups of students in a TEAM meeting to address specific needs as well as teach lessons to entire classes. Students can call their teachers, and teachers can call students through TEAMS. Teachers will take attendance in Synergy and will use the gradebook in Synergy to input and post grades. Parents and students will have access to grade book via ParentVUE and StudentVUE. If parents and/or students are having any technology issues they will have a link to submit a technology ticket and a member of our IT team will reach out to provide support.

Students that participate in distance learning will follow the same pacing guides that teachers teaching in-class lessons will follow. The students in our virtual academy will have access to the same tools (workbooks, manipulatives, technology) students that attend class in-person have access to. Distance learning and in-person students will use Houghton Mifflin Harcourt Into Math for math instruction, Into Reading or Into Literature for Reading and Writing instruction. Odysseyware and Edgenuity will support students with Science, History and

Social Sciences, electives, and intervention. Distance learning students will be receiving their instruction in a digital manner through an online platform but will also receive individualized support based on level of need.

Students who participate in distance learning have high level goals and expectations and Tolleson Elementary School District teachers, administrators, counselors and support personnel will give 100% to ensure that their educational experience is positive, and that adequate yearly progress is met.