

# Casa Grande Union High School District #82

Distance Learning Plan 2020-2021



## 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	Casa Grande Union High School District #82	School District Entity ID	#4453
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Melani Edwards Director of Curriculum & Instruction		
Representative Telephone Number	520-316-3360 x 1117		
Representative E-Mail Address	Medwards@cguhsd.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
Casa Grande Union High School	005948	11-05-02-001
Vista Grande High School	090084	11-05-02-004

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### 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?	170
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	8/10/20
Estimated Number of Students Participating in Distance Learning for the Full Year		Estimated Number of Students Participating in Distance Learning for a Portion of the year	1200
Please choose the option that indicates your proposed duration/plan for distance learning:		<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input checked="" type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input type="checkbox"/> 5. Other (Please explain below)	

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If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:

CGUHSD schools will begin in a distance learning model for the first week of school, beginning August 17, 2020. Once the Governor allows schools to fully reopen, we will be offering two learning models for students for the rest of the 2020-21 school year:

**1. Modified In-Person Model:**

We intend to operate distance learning and use a hybrid approach (Modified In-Person) once the Governor allows schools to fully open. The hybrid includes distance learning with ½ of our students (group A) learning in the classroom on Mondays and Thursdays and the other ½ (group B) working from home. Group A will be distance learning Tuesdays and Thursdays, while Group B learns in the classroom. Group A and Group B will alternate every other Wednesday in person learning.

**2. Distance Learning (CGUHSD ONLINE):**

We intend to offer a distance learning option for parents/students for the 2020-21 school year. Students will learn through Edgenuity, monitored and taught by District staff.

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

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

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

- 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.

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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
<ul style="list-style-type: none"> <li>For the Modified-In Person model, CGUHSD faculty will track daily attendance in PowerSchool</li> <li>For the days students are not in person, teachers will use a combination of meeting with students through Teams in a virtual meeting, or through a daily completed assignment submitted by the student on the district LMS - Blackboard.</li> <li>CGUHSD ONLINE – all online students will be tracked through their activity log used in Edgenuity, along with the completion of assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and attendance clerk</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> <li>Weekly</li> </ul>	<ol style="list-style-type: none"> <li>PowerSchool attendance and grade log</li> <li>Teams meeting sign in, submitted assignment on Blackboard</li> <li>Active participation and completion of assignments in Edgenuity. Daily activity reports and assignment completion</li> </ol>

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
<ul style="list-style-type: none"> <li>CGUHSD communication is being shared out ahead of the start of school informing families that students are required to attend class at the scheduled time via district and</li> </ul>	<ul style="list-style-type: none"> <li>District and site Administrators</li> <li>School Administrative professionals in the front office.</li> </ul>	<ul style="list-style-type: none"> <li>Communication will occur regularly before school starts regarding orientations and requirements for attendance through the superintendent's</li> </ul>	<ul style="list-style-type: none"> <li>Communications that were shared are stored on the District, and site websites.</li> <li>Student Attendance logs</li> </ul>

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<p>site websites, emails, phone dialer, and social media.</p> <ul style="list-style-type: none"> <li>Freshmen parents and students will receive the same information, but because freshmen are new to our district, they will also be required to attend registration on campus to receive their student devices. They will attend a virtual orientation meeting sponsored by Link Crew teams for each of the campuses. Freshmen not attending the orientation, have also been notified in communiques throughout the summer prior to school starting.</li> <li>Attendance has been reinforced in the communications being shared ahead of school starting.</li> <li>Students who are absent for the orientation, or on the first day of school will be contacted personally by a campus representative to support the student's active participation and attendance.</li> </ul> <p>All teachers will meet with their students live via Teams the first week of virtual class. Teachers will follow the standard district practice of calling home to support the student's active participation. Students who accumulate more than 3 absences will be reported to the counselor, parent liaison, interventionist, and/or administration for follow-up.</p>	<ul style="list-style-type: none"> <li>Counselors, Parent Liaisons, Interventionists</li> <li>Teachers</li> <li>Guidance Staff</li> <li>Site Administrators</li> <li>Social Worker</li> <li>Freshman Academy Teachers/Advisor/Coordinator</li> </ul>	<p>updates, as well as site administrators.</p> <ul style="list-style-type: none"> <li>Site administrative assistants, counselors, interventionists, parent liaisons, and other personnel will begin calling students from day one who are not in attendance and will continue daily calls the first week of school.</li> <li>Teachers will call home to students who miss class to support student learning.</li> <li>Counselors and administrators will make home contacts to support students if absences persist.</li> <li>Daily</li> </ul> <ul style="list-style-type: none"> <li>Every other day</li> <li>On an individual basis as needed</li> <li>Weekly</li> </ul>	<ul style="list-style-type: none"> <li>Student devices and communications agreement form signed by parents of Freshmen</li> <li>Calls home will be logged in PowerSchool under log entries.</li> <li>Weekly student attendance reports</li> <li>Phone Dialer log.</li> <li>PowerSchool attendance report</li> <li>Log entries in PowerSchool</li> <li>Typed text for the robocall</li> <li>Log entries in PowerSchool</li> <li>Freshmen Academy logs and PowerSchool log entry.</li> </ul>
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<ul style="list-style-type: none"><li>• Daily absence reports will be reviewed by campus and district administrators.</li><li>• Daily attendance will be taken by the teachers.</li><li>• Students who do not interact or are absent will be called by the teacher, attendance clerk, guidance counselor and/or interventionist.</li><li>• The sites have a student intervention planning tree for paraprofessionals to help contact parents whose students are most at risk of disengaging and failing classes. Paraprofessionals are assigned to specific teachers to assist with calls home regarding absences.</li><li>• Phone dialer will go out every day to parents for those students who have missed a class.</li><li>• Team meetings for Freshmen will be held weekly to discuss students' risk levels (grades, social/emotional status and attendance are discussed) This is another team who will communicate with families on behalf of the students.</li></ul>			
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### 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
<ul style="list-style-type: none"> <li>Until the Governor lifts the closures, teachers will be able to make the choice to work from home, or from their school classroom during student contact hours to facilitate virtual classes during regular posted hours.</li> <li>Teachers are prepared to teach modified in-person and/or virtual and have prepared and will continue to adjust their lesson plans to fit either situation.</li> <li>Teachers will review and revise scope and sequence to adjust lesson plans as needed to reflect any COVID-19 related impact.</li> </ul>	<ul style="list-style-type: none"> <li>Director of Curriculum and Instruction team</li> <li>Instructional Coach</li> <li>Educational systems IT coordinator</li> <li>Professional Development specialist</li> <li>Campus Administration</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Trainings for all responsible persons will occur between July 27 through August 17 (first day of school).</li> <li>Teachers, PD and C&amp;I will conduct weekly collaborations from July 27 and ongoing as needed throughout the school year.</li> <li>Early Release Wednesdays are designated for PLC meetings and PD.</li> </ul>	<ul style="list-style-type: none"> <li>District Calendar</li> <li>Site Calendars</li> <li>District Communications</li> <li>Meeting Agendas</li> </ul>

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
<ul style="list-style-type: none"> <li>HR will update regularly the COVID-19 Tab in the Employee Portal including updating</li> </ul>	<ul style="list-style-type: none"> <li>District Director of Human Resources &amp; staff</li> <li>Superintendent</li> <li>Campus Administration</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the year</li> <li>District Staff Meetings occur three times a year, with the first during induction in July, all</li> </ul>	

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<p>procedures from the CDC and Pinal County Health Department</p> <ul style="list-style-type: none"> <li>• HR will email information to each employee and reminders regarding the process and procedures of Families First Coronavirus Response Act (FFCRA or Act)</li> <li>• HR will email information to all employees with updates and reminders regarding Governing Board Policies regarding sick leave and Paid Time Off (PTO) benefits</li> <li>• HR will update the Employee handbook to include Governing Board policies that pertain to the Distance Learning program</li> <li>• HR will email to all staff for employee information and reminders regarding medical, telemedicine and employee assistance program benefits available to all staff</li> <li>• HR will notify all employees of all wellness programs for staff including dates for Flu Shots on campus, free to employees and ensure the staff in the Distance Learning program are aware</li> <li>• HR will update the Employee Handbook regularly to include an Appendix for COVID-19</li> <li>• HR will update the Employee Handbook to include expectations and guidelines for staff teaching in the Distance Learning program</li> <li>• District and campus administrators actively practice</li> </ul>	<ul style="list-style-type: none"> <li>• District Director of C&amp;I</li> <li>• District Director of Student Services</li> </ul>	<p>staff training in September, and January</p> <ul style="list-style-type: none"> <li>• Campus faculty and staff meetings occur on a regular weekly basis</li> <li>• HR updates occur monthly and as often as needed</li> <li>• Communication from the Superintendent is as often as needed, including email and video announcements</li> <li>• District Administration – monthly and as needed</li> </ul>	
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<p>an open-door policy and are accessible to all staff</p> <ul style="list-style-type: none"> <li>• The Superintendent will address three all-staff meetings each year to promote transparent communication (Induction, September, January)</li> <li>• The Superintendent communicates as needed with all staff regarding changes in plans and maintains a website with all plans and updates.</li> <li>• Campus administrators facilitate regular campus faculty and staff meetings to collaborate as a campus</li> <li>• Director of Curriculum &amp; Instruction meets regularly with Teacher Leaders in Curriculum Cadre, PLC Coalition, and the 301 Committee on a monthly basis to invite faculty feedback</li> <li>• School psychologists and outside community Health and Welfare entities, such as Horizon Health and Wellness will schedule several presentations to staff on Social Emotional wellness.</li> </ul>			
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c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> <li>• The CIA Team: Curriculum Instructional Coach, Professional Development Coordinator, and the Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Curriculum &amp; Instruction</li> <li>• Instructional Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be provided two weeks of both district and campus training between July 29 (Start of contract) and</li> </ul>	<ul style="list-style-type: none"> <li>• Student engagement and attendance</li> <li>• Student achievement (grades &amp; assessments)</li> </ul>

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<p>&amp; Learning Systems Specialist will personally provide and when necessary, arrange out-of-district professional learning for teachers to help meet the new challenges that accompany this new instructional/learning model. Teachers will receive training on the various digital LMS the district is using (Blackboard) as well as other new systems and resources to help teachers engage their students to achieve academic success.</p> <ul style="list-style-type: none"> <li>• Offer professional learning opportunities for staff including:             <ul style="list-style-type: none"> <li>- Asynchronous and Synchronous instruction with robust instruction and accountability.</li> <li>- Support to build capacity in synchronous and asynchronous instructional programs</li> </ul> </li> <li>• Continue training on instructional technology to students, families, and staff</li> <li>• C&amp;I team and administrators will facilitate teachers' efforts to share best practices for mitigating learning loss.</li> <li>• C&amp;I team will support collaboration by attending and supporting the PLC and department meetings</li> <li>• C&amp;I team and administrators will facilitate the sharing of effective strategies and resources for online and offline forms of distance learning, including building relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development Coordinator</li> <li>• Director of Technology</li> <li>• Teaching &amp; Learning Systems Specialist</li> <li>• Campus Administrators</li> </ul>	<p>August 17 (First day of school for students.</p> <ul style="list-style-type: none"> <li>• The C&amp;I and IT teams will support ongoing collaboration through weekly program meetings at least every other week.</li> <li>• Professional Learning and PLC collaboration will take place every week during early release Wednesdays.</li> <li>• Campus administrators will support ongoing sharing of best practices and strategies through regular faculty meetings.</li> <li>• Two full days of professional learning will take place in September, and January.</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of trainings</li> <li>• Training calendars, agendas, and materials</li> <li>• Program collaboration agendas and notes</li> </ul>
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<p>with families and encouraging families to become involved in their child's learning.</p> <ul style="list-style-type: none"><li>• The PD Coordinator will organize training for all faculty and staff on how to effectively engage in virtual meetings.</li></ul>			
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### List Specific Professional Development Topics That Will Be Covered

The following PD topics will be made available to faculty and staff:

- Best practices for online instruction
- Effectively engaging students with Microsoft Teams, and Blackboard Discussion Boards
- Using Microsoft Forms for student attendance and instructional strategies, as well as building and delivering assessments
- Science teacher training on Gizmos Software for online labs and simulations
- Social Studies teacher training on Active Classroom for online curriculum support
- Virtual Job Shadow training for Freshman Success teachers to enrich online curriculum
- Trauma Informed Strategies for Students in COVID-19
- Trauma Informed Strategies for Teachers in COVID-19

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### 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	X		
Personal Contact and Discussion		X	X
Needs Assessment-Available data	X		
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	X		
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)			
Other:			
<b>When will stakeholders have access to IT Support Availability?</b>			
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.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</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>	<i>N/A</i>			
<i>1-3</i>	<i>N/A</i>			
<i>4-6</i>	<i>N/A</i>			
<i>7-8</i>	<i>N/A</i>			
<i>9-12</i>	<ul style="list-style-type: none"> <li>Distance Learning (until we return to school in the modified-in person schedule) will occur through Asynchronous/Synchronous instruction</li> <li>Students who have chosen Online learning only will use Edgenuity Courses taught by District Highly Qualified teachers.</li> <li>All teachers will use Teams to facilitate student synchronous learning, teacher to student and student to student collaboration.</li> <li>Teams may also be used to monitor student assessments.</li> <li>Blackboard will be used to distribute content and assignments, as well as foster collaboration between teacher/students, student/student using discussion boards.</li> </ul>	<ul style="list-style-type: none"> <li>Distance learning content is largely teacher created</li> <li>Assignments are warehoused on the Pearson Math XL</li> <li>Curricular resources provided by district adopted textbook publishers and other district approved digital resources such as:                             <ul style="list-style-type: none"> <li>- Pearson – Math</li> </ul> </li> <li>Students learning online only will receive content and complete assignments through Edgenuity</li> </ul>	<ul style="list-style-type: none"> <li>Math XL will be used for content delivery and assessment of student work. Some formative assessments may be administered through Microsoft Forms and other formative assessment/engagement tools.</li> <li>Regular monitoring of student progression through learning will occur through Pearson Math XL and teacher-developed tools, including:                             <ul style="list-style-type: none"> <li>-Daily student deliverables</li> <li>- Regular, informal checks for understanding</li> <li>- Formal unit quizzes and assessments aligned with the program scope and sequence document</li> </ul> </li> <li>Where appropriate, teachers will provide students with Project</li> </ul>	<ul style="list-style-type: none"> <li>Teacher developed summative assessments, including unit exams, will be developed, and administered through Pearson Math XL, Microsoft Forms and/or Blackboard. Teachers will begin trainings on assessing students through Microsoft Forms and Blackboard prior to the beginning of school on August 17.</li> <li>The District Math Pre/Bench and Post assessments will be developed in Blackboard and other district approved content specific systems.</li> <li>Teachers will create common course assessments in their district level PLC teams.</li> <li>Pre-testing to ascertain students' gaps in math will take place the first</li> </ul>

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	<ul style="list-style-type: none"> <li>• Instruction will include a daily objective, aligned student activity and checks for understanding, and/or a documented formative assessment of student learning.</li> <li>• Content and facilitated experiences will be aligned to:             <ul style="list-style-type: none"> <li>- The prioritization of Arizona State Standards in each content area.</li> <li>- The recovery of any gaps in learning and content standards that were missed in the spring</li> <li>- Student learning experiences that virtually support the content specific standards.</li> <li>- Video resources to support performance-based courses</li> </ul> </li> </ul>		<p>based learning assignments.</p>	<p>two weeks of school. District benchmark testing for math will occur within the first 6 weeks of school. Post assessments will take place at the end of semester one and two.</p> <ul style="list-style-type: none"> <li>• Each department will deliver ongoing common formatives aligned to the specific course standards.</li> </ul>
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<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>
Kindergarten	N/A			
1-3	N/A			
4-6	N/A			
7-8	N/A			
9-12	<ul style="list-style-type: none"> <li>Distance Learning (until we return to school in the modified-in person schedule) will occur through Asynchronous/Synchronous instruction</li> <li>Students who have chosen Online learning only will use Edgenuity Courses taught by District Highly Qualified teachers.</li> <li>All teachers will use Teams to facilitate student synchronous learning, teacher to student and student to student collaboration.</li> <li>Teams may also be used to monitor student assessments.</li> <li>Blackboard will be used to distribute content and assignments, as well as foster collaboration between teacher/students, student/student using discussion boards.</li> <li>Instruction will include a daily objective, aligned student activity and documented checks of understanding, and/or a</li> </ul>	<ul style="list-style-type: none"> <li>Curricular resources provided by district adopted textbook publishers and other district approved digital resources such as:                             <ul style="list-style-type: none"> <li>HMH Into Literature</li> <li>Reading Intervention: HMH Read 180</li> </ul> </li> <li>Students learning online only will receive content and complete all assignments through Edgenuity</li> </ul>	<ul style="list-style-type: none"> <li>While in Distance Learning, teachers will use HMH Into Literature and Blackboard LMS for content delivery and assessment of student work. Formative assessments may be administered through Microsoft Forms and other formative assessment/engagement tools.</li> <li>Regular monitoring of student progression through learning will occur through teacher-developed tools, including:                             <ul style="list-style-type: none"> <li>Daily student deliverables</li> <li>Regular, informal checks for understanding</li> <li>Formal unit quizzes and assessments aligned with the program scope and sequence document</li> </ul> </li> <li>Where appropriate, teachers will provide students with Project based learning assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher developed summative assessments, including unit exams, will be developed and administered through Microsoft Forms and/or Blackboard. Teachers will begin trainings on assessing students through Microsoft Forms and Blackboard prior to the beginning of school on August 17.</li> <li>The District Pre/Bench and Post assessments will be developed in Blackboard and other district approved content specific systems.</li> <li>Teachers will create common course assessments in their district level PLC teams.</li> <li>Pre-testing to ascertain students' gaps in ELA skills will take place the first two weeks of school. Reading Growth measures will be assessed in all ELA classes the first week of instruction and benchmark testing for ELA will occur within the first 6 weeks of school.</li> </ul>

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	<p>formative assessment of student learning.</p> <ul style="list-style-type: none"> <li>Content and facilitated experiences will be aligned to:           <ul style="list-style-type: none"> <li>The prioritization of Arizona State Standards in each content area.</li> <li>The recovery of any gaps in learning and content standards that were missed in the spring</li> <li>Student learning experiences that virtually support the content specific standards.</li> <li>Video resources to support performance-based courses</li> </ul> </li> </ul>			<p>Post assessments will take place at the end of semester one and two.</p> <ul style="list-style-type: none"> <li>Each department will deliver ongoing common formatives aligned to the specific course standards.</li> </ul>
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<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>	<i>N/A</i>			
<i>1-3</i>	<i>N/A</i>			
<i>4-6</i>	<i>N/A</i>			
<i>7-8</i>	<i>N/A</i>			
<i>9-12</i>	<ul style="list-style-type: none"> <li>Distance Learning (until we return to school in the modified-in person schedule) will occur through Asynchronous/Synchronous instruction</li> <li>Students who have chosen Online learning only will</li> </ul>	<ul style="list-style-type: none"> <li>Curricular resources provided by district adopted textbook publishers and other district approved digital resources.</li> <li>Science classes will build assessments and resources from GIZMOS, ,</li> </ul>	<ul style="list-style-type: none"> <li>While in Distance Learning, teachers will use Blackboard LMS for content delivery and assessment of student work. Formative assessments may be administered through Microsoft Forms and</li> </ul>	<ul style="list-style-type: none"> <li>Teacher developed summative assessments, including unit exams, will be developed and administered through Microsoft Forms and/or Blackboard. Teachers will begin trainings on assessing students</li> </ul>



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	<p>use Edgenuity Courses taught by District Highly Qualified teachers.</p> <ul style="list-style-type: none"> <li>• All teachers will use Teams to facilitate student synchronous learning, teacher to student and student to student collaboration.</li> <li>• Teams may also be used to monitor student assessments.</li> <li>• Blackboard will be used to distribute content and assignments, as well as foster collaboration between teacher/students, student/student using discussion boards.</li> <li>• Instruction will include a daily objective, aligned student activity and documented checks of understanding, and/or a formative assessment of student learning.</li> <li>• Content and facilitated experiences will be aligned to:             <ul style="list-style-type: none"> <li>- The prioritization of Arizona State Standards in each content area.</li> <li>- The recovery of any gaps in learning and content standards that were missed in the spring</li> <li>- Student learning experiences that virtually support the content specific standards.</li> </ul> </li> </ul>	<p>an interactive math and science program which includes science simulations aligned to the latest science standards</p> <ul style="list-style-type: none"> <li>• Students learning online only will receive content and complete assignments through Edgenuity</li> </ul>	<p>other different formative assessment/engagement tools.</p> <ul style="list-style-type: none"> <li>• Regular monitoring of student progression through learning will occur through teacher-developed tools, including:             <ul style="list-style-type: none"> <li>-Daily student deliverables</li> <li>- Regular, informal checks for understanding</li> <li>- Formal unit quizzes and assessments aligned with the program scope and sequence document</li> </ul> </li> <li>• Assessments will be built using resources from GIZMOS an online math and science resource, which includes simulations aligned to the latest science standards.</li> <li>• Where appropriate, teachers will provide students with Project based learning assignments.</li> </ul>	<p>through Microsoft Forms and Blackboard prior to the beginning of school on August 17.</p> <ul style="list-style-type: none"> <li>• The District Pre/Bench and Post assessments will be developed in Blackboard and other district approved content specific systems.</li> <li>• Teachers will create common course assessments in their district level PLC teams.</li> <li>• Pre-testing to ascertain students' gaps in scientific theory and course specific principles will take place the first two weeks of school.</li> <li>• Benchmark testing for Science will occur within the first 6 weeks. Post assessments will take place at the end of semester one and two.</li> <li>• Each department will deliver ongoing common formatives aligned to the specific course standards.</li> </ul>
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	- Video resources to support performance-based courses			
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<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>
<i>Kindergarten</i>	<i>N/A</i>			
<i>1-3</i>	<i>N/A</i>			
<i>4-6</i>	<i>N/A</i>			
<i>7-8</i>	<i>N/A</i>			
<i>9-12</i>	<ul style="list-style-type: none"> <li>Distance Learning (until we return to school in the modified-in person schedule) will occur through Asynchronous/Synchronous instruction</li> <li>Students who have chosen Online learning only will use Edgenuity Courses taught by District Highly Qualified teachers.</li> <li>All teachers will use Teams to facilitate student synchronous learning, teacher to student and student to student collaboration.</li> <li>Teams may also be used to monitor student assessments.</li> <li>Blackboard will be used to distribute content and assignments, as well as foster collaboration between teacher/students, student/student using discussion boards.</li> </ul>	<ul style="list-style-type: none"> <li>Curricular resources provided by district adopted textbook publishers and other district approved digital resources such as:                             <ul style="list-style-type: none"> <li>Social Studies: Active Classroom</li> <li>Band/Choir – Breeze in Thru Theory</li> </ul> </li> <li>Students learning online only will receive content and complete assignments through Edgenuity</li> </ul>	<ul style="list-style-type: none"> <li>While in Distance Learning, teachers will use Blackboard LMS for content delivery and assessment of student work. Formative assessments may be administered through Microsoft Forms and other different formative assessment/engagement tools.</li> <li>Regular monitoring of student progression through learning will occur through teacher-developed tools, including:                             <ul style="list-style-type: none"> <li>Daily student deliverables</li> <li>Regular, informal checks for understanding</li> <li>Formal unit quizzes and assessments aligned with the program scope and sequence document</li> </ul> </li> <li>Performance based courses will use videos as</li> </ul>	<ul style="list-style-type: none"> <li>Teacher developed summative assessments, including unit exams, will be developed, and administered through Microsoft Forms and/or Blackboard. Teachers will begin trainings on assessing students through Microsoft Forms and Blackboard, as well as video assignments and student submissions prior to the beginning of school on August 17.</li> <li>The District Pre/Bench and Post assessments will be developed in Blackboard and other district approved content specific systems.</li> <li>Teachers will create common course assessments in their district level PLC teams.</li> <li>Pre-testing to ascertain students' gaps in skills will occur the first two weeks</li> </ul>

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	<ul style="list-style-type: none"> <li>• Instruction will include a daily objective, aligned student activity and documented checks of understanding, and/or a formative assessment of student learning.</li> <li>• Content and facilitated experiences will be aligned to:             <ul style="list-style-type: none"> <li>- The prioritization of Arizona State Standards in each content area.</li> <li>- The recovery of any gaps in learning and content standards that were missed in the spring</li> <li>- Student learning experiences that virtually support the content specific standards.</li> <li>- Video resources to support performance-based courses</li> </ul> </li> </ul>		<p>a form of assessment of student performances.</p> <ul style="list-style-type: none"> <li>• Where appropriate, teachers will provide students with Project based learning assignments.</li> </ul>	<p>of school. Benchmark testing will occur within the first 6 weeks. Post assessments will take place at the end of semester one and two.</p> <ul style="list-style-type: none"> <li>• Each department will deliver ongoing common formatives aligned to the specific course standards.</li> </ul>
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<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>
<b>9-12</b>	<ul style="list-style-type: none"> <li>• Distance Learning (until we return to school in the modified-in person schedule) will occur through Asynchronous/Synchronous instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Content is largely teacher created and/or curated, including:             <ul style="list-style-type: none"> <li>○ Video resources to introduce and/or explain technical concepts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• While in Distance Learning, teachers will use Blackboard LMS for content delivery and assessment of student work. Formative assessments may be administered through</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher developed summative assessments, including unit exams, will be administered through Microsoft Forms. Teachers will attend trainings on assessing students through Microsoft Forms, Blackboard video assignments and student</li> </ul>

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	<ul style="list-style-type: none"> <li>• Students who have chosen Online learning only will use Edgenuity Courses taught by District Highly Qualified teachers.</li> <li>• All teachers will use Teams to facilitate student synchronous learning, teacher to student and student to student collaboration.</li> <li>• Teams may also be used to monitor student assessments.</li> <li>• Blackboard will be used to distribute content and assignments, as well as foster collaboration between teacher/students, student/student using discussion boards.</li> <li>• Instruction will include a daily objective, aligned student activity and documented checks of understanding, and/or a formative assessment of student learning.</li> <li>• Content and facilitated experiences will be aligned to:             <ul style="list-style-type: none"> <li>- The prioritization of Arizona State Standards in each content area.</li> <li>- The recovery of any gaps in learning and content standards that were missed in the spring</li> <li>- Student learning experiences that virtually support the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Video resources to demonstrate industry practices</li> <li>○ Virtual field trips to industry sites, interviews with industry professionals, and/or guest speakers to explore technical content and industry practices</li> <li>○ Guest speakers or interviews on leadership skill critical to career success</li> <li>• Curricular resources provided by district adopted textbook publishers</li> <li>• Curricular resources provided through the Arizona CTE Curriculum Consortium Industry based online curriculum (e.g. NCCER, ServSafe, CareerSafe, SolidWorks, etc.) may be used to provide supplemental career ready training aligned to industry certifications.</li> </ul>	<p>Microsoft Forms and other different formative assessment/engagement tools.</p> <ul style="list-style-type: none"> <li>• Teachers will receive trainings for a multitude of different formative assessment/engagement tools, including: Poll Everywhere, Kahoot, Mentimeter, GoFormative and EdPuzzle. Each of these technologies will offer teachers real-time data to monitor and adjust their instructional methods to meet the needs of all learners.</li> <li>• Regular monitoring of student progression through learning will occur through teacher-developed tools, including:             <ul style="list-style-type: none"> <li>- Daily student deliverables</li> <li>- Regular, informal-checks for understanding</li> <li>- Formal unit quizzes and assessments aligned with the program scope and sequence document</li> </ul> </li> <li>• Where appropriate, teachers will provide students with industry supported prep ware to help teachers, students and families track learning progress</li> </ul>	<p>submissions, prior to the beginning of school on August 17.</p> <ul style="list-style-type: none"> <li>• The district program pre-assessments will be administered through Blackboard. The pre-assessments allow teachers to analysis incoming student knowledge and plan for instruction. Pre-assessments will occur during the 2<sup>nd</sup> and 3<sup>rd</sup> week of school.</li> <li>• Each district program will include at least one common, benchmark assessment aligned to the program assessments. Teachers will meet to collaborate around student performance data.</li> <li>• End of program assessments will be administered in May.</li> <li>• Completing students will all sit for the ADE Technical Assessments in the spring. This assessment is administered by ADE.</li> <li>• Embedded in all programs are industry recognized certifications. Students will sit for certification exams as they are ready. Industry certification assessments are administered by each industry and/or state board.</li> </ul>
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	<p>content specific standards.</p> <ul style="list-style-type: none"> <li>- Video resources to support performance-based courses</li> </ul>		<p>towards industry certification</p>	
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**Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)**

N/A
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### 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
Collaboration with district schools for any students self-identified as receiving IEP/504 services to obtain records.	<ul style="list-style-type: none"> <li>• ESS Site Clerk</li> <li>• ESS Site Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to the opening of the school year or any time during the current school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation in e-IEPPRO.</li> </ul>
Inclusion of study strategies, organizational skills, and test taking strategies in the TEAMS Classroom resources.	<ul style="list-style-type: none"> <li>• Teachers (General and Special Education)</li> <li>• Paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>• Included in TEAMS classrooms at opening of school year</li> <li>• Updated resources added at least quarterly.</li> </ul>	<ul style="list-style-type: none"> <li>• Presence of strategies housed in the TEAMS classroom</li> <li>• Quarterly monitoring of student progress and reinforcement of strategies in use.</li> </ul>
ESS Site Clerk will provide each teacher with a list of all their students served under an IEP/504.	<ul style="list-style-type: none"> <li>• ESS Site Clerk</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to the opening of the school year</li> <li>• At each review of the IEP/504</li> <li>• Change in ESS status.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of review in e-IEPPRO.</li> </ul>

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<p>Review of accommodations and modifications contained in the IEP/504 to assure implementation in instruction and assessment.</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• ESS team</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to the opening of the school year</li> <li>• At each review of the IEP/504</li> <li>• Change in ESS status.</li> <li>• As evidence of performance decline as reported by teacher, grade reports, or parent concern.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of review and any recommendations in e-IEPPRO.</li> </ul>
<p>Consultation to support teachers in adapting accommodations and modifications for in-person, online, and hybrid learning environments.</p>	<ul style="list-style-type: none"> <li>• ESS Site Coordinator</li> <li>• ESS Teacher – Case Manager</li> <li>• ESS Paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to the opening of the school year</li> <li>• At each review of the IEP/504</li> <li>• Change in ESS status.</li> <li>• As evidence of performance decline as reported by teacher, grade reports, or parent concern.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of review and any recommendations in e-IEPPRO.</li> </ul>
<p>Professional Development opportunities for teachers, academic coaches and administrators regarding topics of:</p> <ul style="list-style-type: none"> <li>• Supporting ESS students in remote learning</li> <li>• ESS remote learning best practices</li> <li>• Differentiated instruction in remote learning</li> </ul>	<ul style="list-style-type: none"> <li>• ESS Director</li> <li>• ESS Site Coordinator</li> <li>• ESS Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Semester</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development attendance logs through the District Curriculum office.</li> </ul>
<p>Teachers will monitor student progress weekly.</p> <ul style="list-style-type: none"> <li>• If the student is not engaged in the instruction (absences/non-engagement of remote learning) or grades are declining, teacher will conference with student as well as notify parent and campus counselor to identify barriers and initiate intervention strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• ESS Site Coordinator</li> <li>• ESS Paraprofessional</li> <li>• Teachers (General and Special Education)</li> <li>• ESS Paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor student progress weekly.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation in e-IEPPRO and/or Power School (Log Entries).</li> </ul>

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<p>Monitoring grades at least weekly to assess progress and identify learning barriers.</p>	<ul style="list-style-type: none"> <li>ESS Case Manager</li> <li>ESS Coordinator</li> <li>ESS Paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly</li> <li>As evidence of performance decline as reported by teacher, grade reports, or parent concern</li> </ul>	<ul style="list-style-type: none"> <li>Documentation in e-IEPPRO and/or Power School (Log Entries).</li> </ul>
<p>Initiate Multi-Tiered System of Support (MTSS) process to review student needs.</p> <ul style="list-style-type: none"> <li>If appropriate, a Student Study Team will convene to establish formal interventions to support student success.</li> <li>Progress monitoring will remain in-place for at least one additional quarter to assess progress and success.</li> </ul>	<ul style="list-style-type: none"> <li>Site RTI Team</li> </ul>	<ul style="list-style-type: none"> <li>As evidence of performance decline as reported by teacher, grade reports, or parent concern.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation in Power School</li> <li>Development of Student Study Team meeting notes</li> </ul>
<p>Small group or individual student contacts with students to establish a professional teacher-student relationship and encourage discussion of successes and struggles to be resolved.</p>	<ul style="list-style-type: none"> <li>Teachers (General and Special Education)</li> <li>ESS Coordinator</li> <li>ESS Paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>At the opening of the school year</li> <li>As evidence of performance decline as reported by teacher, grade reports, or parent concern.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Documentation in Power School and/or e-IEPPRO.</li> </ul>
<p>Collaboration to encourage multiple means to demonstrate learning rather than only written responses for online work.</p>	<ul style="list-style-type: none"> <li>ESS Coordinator</li> <li>ESS Case Manager</li> <li>ESS Paraprofessional</li> <li>Curriculum Coaches</li> <li>Teachers (General and Special Education)</li> </ul>	<ul style="list-style-type: none"> <li>Prior to the opening of the school year</li> <li>At each review of the IEP/504</li> <li>Change in ELL status.</li> <li>As evidence of performance decline as reported by teacher, grade reports, or parent concern.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Documentation logs</li> </ul>
<p>Teachers (General and Special Education) have access through Power School of all students who have self-identified with a health condition that may require intervention or may impact full participation in program.</p>	<ul style="list-style-type: none"> <li>Teacher (General and Special Education)</li> <li>School Site Nurse</li> </ul>	<ul style="list-style-type: none"> <li>At the opening of the school year and/or during the current school year.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation in Power School</li> <li>Health lists</li> </ul>

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### Process for Implementing Action Step

The process for implementing action steps will vary as dictated by the individual action step. Most processes will be initiated by the ESS team and documentation of the process will occur within the Power School and/or e-IEPPRO systems.

### *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
Collaboration with feeder district schools for any students self-identified as receiving EL services to obtain EL plans and supports	<ul style="list-style-type: none"> <li>• ELL Coordinator</li> <li>• ELL Paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to the opening of the school year and any time during the current school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation in Power School.</li> </ul>
Inclusion of study strategies, organizational skills, and test taking strategies in the TEAMS Classroom resources.	<ul style="list-style-type: none"> <li>• Teachers (ELL)</li> </ul>	<ul style="list-style-type: none"> <li>• Included in TEAMS classrooms at opening of school year</li> <li>• Updated resources added at least quarterly</li> </ul>	<ul style="list-style-type: none"> <li>• Presence of strategies housed in the TEAMS Classroom</li> <li>• Quarterly monitoring of student progress and reinforcement of strategies in use through teacher assessment.</li> </ul>
Each teacher will be provided a list of their students who receive ELL support services from their high school classroom rosters.	<ul style="list-style-type: none"> <li>• ELL Teacher</li> <li>• ELL Coordinator</li> <li>• ELL Paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to the opening of the school year</li> <li>• Change in ELL status.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of review in Power School.</li> </ul>
Teachers, with support of campus counselors and/or ELL team, will review ELL strategies and plans from the member district schools to assure implementation in instruction and assessment.	<ul style="list-style-type: none"> <li>• Teachers (ELL)</li> <li>• Campus Counselors</li> <li>• ELL Coordinator</li> <li>• ELL Paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to the opening of the school year</li> <li>• Change in ELL status</li> <li>• As evidence of performance decline as reported by teacher, grade reports, or parent concern.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of review and any recommendations in Power School.</li> </ul>
Consultation to support teachers in adapting strategies for in-person, online, and hybrid learning environments.	<ul style="list-style-type: none"> <li>• ELL Coordinator</li> <li>• ELL Paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to the opening of the school year</li> <li>• Change in ELL status</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of review and any recommendations in Power School.</li> </ul>



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		<ul style="list-style-type: none"> <li>As evidence of performance decline as reported by teacher, grade reports, or parent concern.</li> </ul>	
<p>Teachers will monitor student progress weekly.</p> <ul style="list-style-type: none"> <li>If the student is not engaged in the instruction (absences/non-engagement of remote learning) or grades are declining, teacher will conference with student as well as notify parent and campus counselor to identify barriers and initiate intervention strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers (ELL)</li> </ul>	<ul style="list-style-type: none"> <li>Monitor student progress weekly</li> </ul>	Documentation in Power School.
Monitoring grades at least weekly to assess progress and identify learning barriers.	<ul style="list-style-type: none"> <li>Campus Counselor</li> <li>ELL Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> <li>As evidence of performance decline as reported by teacher, grade reports, or parent concern.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation in Power School (Log Entries)</li> </ul>
<p>Initiate Multi-Tiered System of Support (MTSS) process to review student needs.</p> <ul style="list-style-type: none"> <li>If appropriate, a RTI Team will convene to establish formal interventions to support student success.</li> <li>Progress monitoring will remain in-place for at least one additional quarter to assess progress and success.</li> </ul>	<ul style="list-style-type: none"> <li>Sie RTI Team</li> </ul>	<ul style="list-style-type: none"> <li>As evidence of performance decline as reported by teacher, grade reports, or parent concern.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation in Power School</li> <li>Development of RTI Team meeting notes</li> </ul>
Small group or individual student contacts with students to establish a professional teacher-student relationship and encourage discussion of successes and struggles to be resolved.	<ul style="list-style-type: none"> <li>Teachers (ELL)</li> <li>ELL Paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>At the opening of the school year</li> <li>As evidence of performance decline as reported by teacher, grade reports, or parent concern.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Documentation in Power School (Log Entries)</li> </ul>

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<p>Collaboration to encourage multiple means to demonstrate learning rather than only written responses for online work.</p>	<ul style="list-style-type: none"> <li>• ELL Coordinator</li> <li>• Curriculum Coaches</li> <li>• Teachers (ELL)</li> <li>• ELL Paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to the opening of the school year</li> <li>• Change in ELL status</li> <li>• As evidence of performance decline as reported by teacher, grade reports, or parent concern.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Documentation logs</li> </ul>
<p>Teachers (ELL) have access through Power School of all students who have self-identified with a health condition that may require intervention or may impact full participation in program.</p>	<ul style="list-style-type: none"> <li>• ELL Teachers</li> <li>• ELL Coordinator</li> <li>• Campus Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• At the opening of the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation in Schoolmaster</li> <li>• Health lists</li> </ul>
<p>Initiation of chronic health procedures for medically fragile students to allow for extended deadlines for tests and assignments as well as for extended absences without academic penalty.</p>	<ul style="list-style-type: none"> <li>• Campus counselor</li> <li>• Campus administration</li> <li>• District Administration</li> <li>• ELL Coordinator</li> <li>• Site Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• At the opening of the school year</li> <li>• As medical matters are disclosed to the school staff</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation in Schoolmaster</li> <li>• Chronic health form</li> </ul>

### Process for Implementing Action Step

The process for implementing action steps will vary as dictated by the individual action step. Most processes will be initiated by the ELL team (Coordinator, Teacher, Campus Counselor and/or Paraprofessional and documentation of the process will occur within the Power School system.

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## 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	N/A	N/A	N/A	N/A	X
	Packet of Social and Emotional Topics	N/A	N/A	N/A	N/A	X
	Online Social Emotional videos					X
	Parent Training					
	Other:					

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Embedded time in the school schedule for Social Emotional Learning with Students by grade level	Teachers Administrators Curriculum, Instruction and Assessment Team	Twice a Week	Bell schedule Weekly Plans Attendance Records
All teachers and support staff were provided resources and training on Trauma Informed Strategies including. Topics Include: <ul style="list-style-type: none"> <li>• Trauma Sensitive Classrooms</li> <li>• Warning Signs of Stress or Trauma</li> <li>• Suicide Warning Signs</li> </ul>	Youth Engagement Specialist from Horizon Health and Wellness	Thursday August 6 <sup>th</sup>	Video of Presentation PowerPoint Resource Folder on SharePoint

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<ul style="list-style-type: none"> <li>• Grounding Techniques</li> </ul>			
Teachers provided with QPR Suicide Awareness Training through Gila River Health Care and Arizona Department of Education	Gila River Health Care Prevention and Education Specialist ADE Training	February 2020 Summer 2020	Certificates of Completion
<p>The following additional trainings made available to staff:</p> <ul style="list-style-type: none"> <li>• ADE Building Resilience Webinar Series</li> <li>• ADE Trauma-Informed Practices Webinar Series</li> <li>• ASU Prep Socio-Emotional Learning Trainings</li> <li>• Diversity Awareness: Staff to Staff</li> <li>• Coronavirus Preparing Your Household</li> <li>• Coronavirus Managing Stress and Anxiety</li> </ul>	<p>Site Administrators Director of Curriculum, Instruction and Assessment Educational Systems Manager Professional Development Coordinator</p>	August/September 2020	<p>Emails circulated to staff members Safe Schools Portal</p>
Staff provided with a list of community resources and organizations to support students and families.	Professional Development Coordinator School Psychologists Youth Engagement Specialist	August 2020	<p>Emails Professional Development Folder on SharePoint</p>
Established community partnership with Horizon Health and Wellness to provide support and training to students, staff and families.	Site Administrators Youth Engagement Specialist	Summer 2020	<p>Emails MOU Agreements</p>
Free Counseling and Mental Health resources for teachers and staff Through EAP(Employee Assistance Program) and Healthiest You program	Human Resources Specialist	On-going	<p>Emails Contracts</p>

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### Demonstrating Mastery of Academic Content (1.a.vi)

*Describe how the school district will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Students will be required to demonstrate mastery in accordance with the Board approved District (letter grade) Policy.</p> <p>Grades are comprised by semester and determined by competency in skills demonstrated through classroom activities, assignments, and assessments.</p> <ul style="list-style-type: none"> <li>• Each semester is weighted in a 40/40/20 split: Quarters one and two combined, comprise 80% of student performance on activities, assignments, projects, and other homework as assigned by the teacher.</li> <li>• 20% of the semester grade is based on a final semester exam, project, and/or performance</li> <li>• Students with an IEP may demonstrate mastery with modifications as designated by the written IEP, as determined by the ESS Team.</li> </ul> <p>In compliance with State Statute, mastery of skills may also be achieved through Competency Exams (CTAN). Students unable to show mastery through semester grades may request a CTAN to show competency in a specific course.</p>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Guidance counselors</li> <li>• District Testing Director</li> <li>• ESS Coordinator</li> <li>• ESS Case Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly</li> <li>• Semester</li> <li>• CTANS by request are scheduled and administered 4 times a year</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gradebook in PowerSchool</li> <li>• Transcripts</li> </ul>

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## 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>
Kindergarten	N/A	N/A	N/A
1-3	N/A	N/A	N/A
4-6	N/A	N/A	N/A
7-8	N/A	N/A	N/A
9-12	<ul style="list-style-type: none"> <li>Distance Learning students will be assessed using Pearson Realize/Math XL and/a District Benchmark (<i>S1 Benchmark: Alg I, Geo, Alg II, etc</i>) will be created in PLC teams with oversight from the C&amp;I office and delivered through Blackboard or Microsoft Teams</li> <li>Fully Online students will be assessed through Edgenuity</li> <li>All assessments will be named <i>Course name, (S1/S2) Benchmark or Final</i></li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed online, administered through Pearson, and or on Blackboard.</li> <li>Edgenuity students will take all formative assessments online using Edgenuity. Summative assessments will be taken in person on a site testing center.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-assessments will take place the first 2 weeks of school (First week in September).</li> <li>Benchmark at the end of the first 6 weeks of school (First week in October)</li> <li>Post assessment conducted in December, at the end of the semester</li> <li>Edgenuity students will complete all unit tests and quizzes throughout the course as indicated in the course curriculum. Students will take their summative course assessments at the end of quarter one (By October 9).</li> </ul>

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<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>
<i>Kindergarten</i>	<i>N/A</i>		
<i>1-3</i>	<i>N/A</i>		
<i>4-6</i>	<i>N/A</i>		
<i>7-8</i>	<i>N/A</i>		
<i>9-12</i>	<ul style="list-style-type: none"> <li>Distance Learning students will be initially assessed using HMH Reading Inventory. District Benchmark (S1 ELA Benchmark: ELA 9,10,11,12...) will be created in PLC teams with oversight from the C&amp;I office and delivered through Blackboard or Microsoft Teams</li> <li>Fully Online students will be assessed through Edgenuity</li> <li>All assessments will be named <i>Course name, (S1/S2) Benchmark or Final</i></li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed online, administered through HMH and/or on Blackboard.</li> <li>Edgenuity students will take all formative assessments online using Edgenuity. Summative assessments will be taken in person on a designated site testing center.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-assessments will take place the first 2 weeks of school (First week in September).</li> <li>Benchmark at the end of the first 6 weeks of school (First week in October)</li> <li>Post assessment conducted in December, at the end of the semester</li> <li>Edgenuity students will complete all unit tests and quizzes throughout the course as indicated in the course curriculum. Students will take their summative course assessments at the end of quarter one (By October 9).</li> </ul>

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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).

N/A

### 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.

N/A