Distance Learning Plan Template for Charter Schools

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. Charter schools are required to submit a DLP to the Arizona State Board for Charter Schools (ASBCS) prior to implementing distance learning. Charter schools may begin operating their DLP upon submission of the plan to ASBCS.

Charters may make revisions to improve their DLP at any time, but must submit those changes to the ASBCS within 10 business days of any substantive revision. Charters should contact their assigned Education Program Manager at the ASBCS to revise their DLP.

Instructions

A charter holder that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ASBCS. Charter holders not utilizing the appropriate template will be required to revise and resubmit their plans. The template is a Word document that must be completed in its entirety and uploaded to a Google Drive, as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

In the sections found on pages 3-5, a charter holder will populate background information regarding charter holder and school information, including basic information about each charter holder's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the charter holder to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the charter holder has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model 4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).	1. Dean of Academics 2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches) 3. Dean of Academics and Virtual Instructors 4. Instructional Coaches	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

The example above is not intended to demonstrate that these are specific action steps a charter should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the charter holder to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

Charter Holder Information

Charter Holder Name	Muhammad Padela	Charter Holder Entity ID	81011
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Muhammad Padela	
Representative Telephone Number		480-755-8222 ext. 4471	
Representative E-Mail Address		Muhammad.padela@mgrm.com	

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
Pinnacle Charter High School	**10750**	**11-87-04-003**

Distance Learning Background Information

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

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

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

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

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

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

Estimated Enrollment for FY 2021	55, 78, 71, 35	**Start Date for Distance Learning**	**08-17-2020**
Estimated Number of Students Participating in Distance Learning for the Full Year	30, 45, 40, 20	**Estimated Number of Students Participating in Distance Learning for a Portion of the Year**	10, 20, 15, 10
Please choose the option that indicates your proposed duration/plan for distance learning:	☒1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____ for all students. ☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☐4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). ☐5. Other (Please explain below)		
If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:			

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

a. *Describe how the charter school will track attendance for students attending remotely, whether full time or intermittently.*
   The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:

   - Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
   - Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
   - Daily assignments competed and submitted by the student.
   - A parent attestation of documentation of time spent on educational activities.

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. The MStar Learning Platform records time and attendance	1. School Drop Out Intervention Specialist	1. Daily attendance and time keeping	1. MStar Time and Attendance Report

for all students in AOI and non-AOI schools within our group of schools 2. School personnel will record daily attendance for those students attending on-site school and verify students are also logging into the MStar Learning Platform to match their time on-site.	2. School Instructional Intervention Specialist 3. School Leader	2. Weekly checks and verifications	2. Daily Site Attendance sheets

b. *Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. School Drop Out Intervention Specialists will run daily attendance and time reports from the MStar Learning Platform and contact student and parent/guardian via phone, email, chat, and or AdobeConnect. 2. Daily, School Instructional Intervention Specialists will run the Course Status Student Report (CSSR) and will identify and contact students lacking course attendance or progress via phone, email, chat, and or AdobeConnect. 3. A minimum of three times per course block the School Instructional Intervention Specialists will conduct a check-in with the student and or parent/guardian via phone, email, chat, and or AdobeConnect to discuss progress and concerns in the student's courses and update	1. School Drop Out Intervention Specialist 2. School Instructional Intervention Specialist 3. School Leader 4. Assistant Director of Online Instruction	1. Daily at start and end of day 2. Daily throughout the day 3. Weekly as necessary 4. Weekly as necessary 5. Daily and weekly	1. MStar time and attendance reports 2. MStar Course Status Student Report (CSSR) 3. Personalized Learning Plans 4. Conference Notes in Synergy 5. Weekly progress reports from online Instructional Intervention Specialists and the Assistant Director of Online Instruction 6. IIS call logs and DASH reports

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
the Personalized Learning Plan as needed. 4. Weekly, the school leader will follow up with student and or parent/guardian concerns that need to be escalated and conference with the Assistant Director of Online Instruction as needed. 5. School Leader will actively monitor the Instructional Intervention Specialists call logs and DASH 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. Daily, School Instructional Intervention Specialists will identify and contact students lacking course attendance or progress via phone, email, chat, and or AdobeConnect. 2. A minimum of three times per course block the School Instructional Intervention Specialists will conduct a check-in with the student and or parent/guardian via phone, email, chat, and or AdobeConnect to discuss progress and concerns in the student's courses and update the Personalized Learning Plan as needed. 3. Weekly, the school leader will follow up with student and parent/guardian concerns that	1. School Drop Out Intervention Specialist 2. School Instructional Intervention Specialist 3. School Leader 4. Assistant Director of Online Instruction	1. Daily throughout the day 2. Weekly as necessary 3. Weekly as necessary 4. Daily	1. Personalized Learning Plans 2. Conference Notes in Synergy 3. Weekly progress reports from online Instructional Intervention Specialists and the Assistant Director of Online Instruction 4. IIS call logs and DASH reports

need to be escalated and regularly communication with the Assistant Director of Online Instruction. 4. All staff will complete their regular responsibilities virtually if school closure.			

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Staff must adhere to the Telecommuting Policy for Pinnacle Education. 2. Staff must fill out and submit the electronic Time Card in TimeForce. 3. Staff must submit via email the daily DASH – Daily Activity Reports to Human Resources and their School Leader. 4. Pinnacle Education electronically tracks all employee productivity in the MGRMEDU MCLOUD and sends employees their daily reports. 5. Staff attends regular department meetings and professional development sessions in person on-site or at the district office or virtually by teleconference/virtual ZOOM session.	1. All Staff 2. School Leader 3. Human Resources	1. Daily Time Card and DASH reports 2. Meetings as needed	1. TimeForce records 2. WorkTime reports 3. Meeting Minutes 4. Professional Development attendance

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Existing scheduled Professional Development will be in person or on-site or at the district office or virtual depending on the size and scope of the training. 2. Staff is informed and encouraged to participate in any additional virtual professional development outside of Pinnacle Education that is sponsored by the ADE, Charter Board or other educational organizations.	1. School Leader 2. Assistant Director of Online Instruction 3. Assistant Manager of Student Services 4. Human Resources	1. Six scheduled Pinnacle Education professional development days 2. As needed determined by staff needs and school leadership	1. Published School Calendar 2. Completion Certificates

List Specific Professional Development Topics That Will Be Covered

1. Pinnacle Education Operations and Policies
2. Human Resources topics related to sexual harassment,
3. Exceptional Student Services
4. ELL and SEI services and procedures
5. Classroom Management
6. Mstar and AdobeConnect operations and course management
7. CPR and First Aid
8. Suicide Prevention
9. Effective distance learning techniques and best practices
10. Effective Intervention Approaches
11. To Be Determined: any other topics that will be useful for staff and students

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire		x	x
Personal Contact and Discussion	x	x	x
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	x	x	x
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	x	x	x
Extended Weekday Hours			
24/7 Support			
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-3				

4-6				
7-8				
9-12	*MStar Learning System AdobeConnect virtual classroom and tutoring*	*Accelerated Education math curriculum* *FYI math curriculum*	*All courses include regular quizzes and chapter/section tests or assessments.*	*All courses include a Pre-Test to be completed at the beginning of the student's course and a Post-Test (Midterm Exam or Final Exam) to determine student outcomes and gauge improvement.*

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-3				
4-6				
7-8				
9-12	*MStar Learning System AdobeConnect virtual classroom and tutoring*	*Accelerated Education English curriculum* *FYI English curriculum*	*All courses include regular quizzes and chapter/section tests or assessments.*	*All courses include a Pre-Test to be completed at the beginning of the student's course and a Post-Test (Midterm Exam or Final Exam) to determine student outcomes and gauge improvement.*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-3				

4-6				
7-8				
9-12	*MStar Learning System AdobeConnect virtual classroom and tutoring*	*Accelerated Education curriculum FYI curriculum*	*All courses include regular quizzes and chapter/section tests or assessments.*	*All courses include a Pre-Test to be completed at the beginning of the student's course and a Post-Test (Midterm Exam or Final Exam) to determine student outcomes and gauge improvement.*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-3				
4-6				
7-8				
9-12	*MStar Learning System AdobeConnect virtual classroom and tutoring*	*Accelerated Education curriculum FYI curriculum IXL software/curriculum MobyMax software/curriculum*	*All courses include regular quizzes and chapter/section tests or assessments.*	*All courses include a Pre-Test to be completed at the beginning of the student's course and a Post-Test (Midterm Exam or Final Exam) to determine student outcomes and gauge improvement.*

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

Pinnacle Charter Schools existing online learning platform, curriculum and methods of instruction will continue with no change.

Meeting the Needs of Students with Disabilities and English learners (1.a.iv)

In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.

Describe how the charter school will ensure access and meet the needs of students with disabilities.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Pinnacle Charter Schools follows its Special Education Policies and Procedures and employs an independent contractor, STEPS to provide Exceptional Students Services and assist in ESS compliance and specially designed instruction. 1. School Drop Out Intervention Specialists will run daily attendance and time reports from the MStar Learning Platform and contact student and parent/guardian via phone, email, chat, and or AdobeConnect. 2. School Instructional Intervention Specialists will run the Course Status Student Report (CSSR) and will identify and contact students lacking course attendance or progress via phone, email, chat, and or AdobeConnect. Any further conference or communication necessary is forwarded to the STEPS team to provide assistance to the IIS or directly to the student and or parent/guardian.	1. School Drop Out Intervention Specialist 2. School Instructional Intervention Specialist 3. STEPS Team members 4. School Leader 5. Assistant Director of Online Instruction	1. Daily throughout the day 2. Daily and or weekly 3. Three times per block 4. Weekly 5. Weekly or as needed 6. Weekly or as needed 7. Daily and or weekly 8. As needed according to student's IEP	1. Course Status Student Report (CSSR) 2. Personalized Learning Plan updates 3. Conference Notes in Synergy 4. Weekly progress reports from online Instructional Intervention Specialists and the Assistant Director of Online Instruction 5. STEPS Team reporting

3. A minimum of three times per course block the School Instructional Intervention Specialists will conduct a check-in with the student and or parent/guardian via phone, email, chat, and or AdobeConnect to discuss progress and concerns in the student's courses and update the Personalized Learning Plan as needed. Any further conference or communication necessary is forwarded to the STEPS team to provide assistance to the IIS or directly to the student and or parent/guardian. 4. The STEPS team will also review student progress and performance in course work and provide support and services according to the student's IEP via in-person meeting, phone, email, chat, and or AdobeConnect. 5. STEPS team will provide the necessary Specially Designed Instruction according to a student's IEP via in-person, phone, email, chat, and or AdobeConnect. 6. The school leader will follow up with student and or parent/guardian concerns that need to be escalated and conference with the Assistant Director of Online Instruction and or STEPS team as needed. 7. School Leader will actively monitor the Instructional			

Intervention Specialists call logs and DASH reports. 8. The STEPS Team schedules and conducts necessary meetings, support and services following the student's IEP and all state and federal laws and IDEA assurances via on-site and in-person or telephone conference or virtual meeting.			

Process for Implementing Action Step

1. Enrollment team will identify students with and IEP after obtaining all records necessary from the parent/guardian and or previous schools and notify the STEPS team of student's enrollment.
2. Faculty and staff will follow all Child Find Policy and Procedures including completing the 45-day screening.
3. STEPS team will conduct all necessary support and services regarding a student's IEP following Pinnacle's Special Education Policies and Procedures and all state/federal laws and IDEA assurances.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
This ELL department is instrumental in the identification and reporting of ELLS, the administration of state Language Assessments, the Arizona English Language Learner Assessment or AZELLA, and the determination of the English language proficiency level. This department ensures that all school have the current designations and required documentation for all of their students to enable schools to provide appropriate program placements and language services. The department ELL District Coordinator and Team work closely with the Enrollment Department, Student Services, and Student Advisors to	1. School Drop Out Intervention Specialist 2. School Instructional Intervention Specialist 3. ELL Team members 4. School Leader 5. Assistant Director of Online Instruction	1. Daily throughout the day 2. Weekly 3. Weekly as needed 4. Weekly as needed	1. Personalized Learning Plan updates 2. Conference Notes in Synergy 3. Weekly progress reports from online Instructional Intervention Specialists and the Assistant Director of Online Instruction 4. ELL team reporting

provide Structured English Immersion (SEI) Program placement and support for students, district and site administrators, teachers, and parents. Our district's goal is to enable our students to gain English proficiency while achieving academic competency. 1. School Drop Out Intervention Specialists will run daily attendance and time reports from the MStar Learning Platform and contact student and parent/guardian via in-person meeting, phone, email, chat, and or AdobeConnect. 2. Daily, School Instructional Intervention Specialists will run the Course Status Student Report (CSSR) and will identify and contact students lacking course attendance or progress via in-person meeting, phone, email, chat, and or AdobeConnect.As needed the IIS will refer student and parent/guardian to the ELL team for further support and services. 3. A minimum of three times per course block the School Instructional Intervention Specialists will conduct a check-in with the student and or parent/guardian via phone, email, and or chat to discuss progress and concerns in the student's courses and update the Personalized Learning Plan as needed. Any further conference or communication necessary is forwarded to the			

ELL team to provide assistance to the IIS or directly to the student and or parent/guardian. 4. The ELL team will also review student progress and performance in course work and provide support and services according to the student's ELL needs. 5. School Leader will actively monitor the Instructional Intervention Specialists call logs and DASH reports. 6. The ELL team will follow Pinnacle's <u>Procedures Manual for Identifying English Language (ELL) Students</u> in accordance with all state and federal laws.	

Process for Implementing Action Step

1. Enrollment and ELL team will identify ELL students according to the PHLOTE form.
2. AZELLA Placement Testing will begin according to ADE guidance with in-person on-site testing as advised by ADE guidance.
3. The ELL team will assign and verify all courses required for the Structured English Immersion (SEI) Program.
4. The ELL team will provide on-going support and necessary services to support to students, parents/guardians, staff and faulty to enable our students to gain English proficiency. Support will be given via in-person meeting, phone, email, chat, and or AdobeConnect.

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

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

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in					x
	Packet of Social and Emotional Topics					x
	Online Social Emotional videos					x
	Parent Training					

		Kinder	1-3	4-5	6-8	9-12
	Other:					

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. School staff will maintain daily and weekly communication with all students assigned to them via in-person meeting, phone, email, chat, and or AdobeConnect. 2. School will prepare the informatory documents of social and emotional related topics to share them with students and parents. 3. Special Education staff sends the videos explaining the process to follow for these needs 4. Student Advisors mentors are connecting with students via in-person session, chat, text, emails and online sessions 5. School staff will identify and provide support as needed with the assistance of school leaders and Students Services.	1. All school staff 2. School Leader	1. Regularly and as needed	1. Communication logs maintained by the teachers of the contacts attempted Checking in with each student about their courses reviewing students pace and work performance by using CSSR report 2. Mass emails with the attachments of packets of the relevant topics 3. Mass emails sharing the social emotional video links. Also using our own develop video related how to approach the course in general 4. Continues approach and inter connect with students by using different electronic tools, such as email, Text, chat etc. 5. Interaction is vital tool of Pinnacle with among students and instructors along with whole education Faculty and it will pass through with chain of command. If teacher observe some unusual condition it will pass through department head and School leader to SPED department by using call, emails and or in-person. 6. Education and SPED staff continuously using adobe, connect, Zoom and other similar tools to directly interact with students and parents and families of SPED.

6. Special Education staff conducts online meetings with students and parents for training on the social and emotional areas 7. School staff will make proper recommendation and referrals as needed at the recommendations of school leadership.			7. We have a different schedule of meetings 1) Weekly: School staff with their Department head 2) Monthly meeting with leaders of Schools with Charter holder 3) Weekly meeting with Compliance officer and SPED staff 4) At the end of the block Charter holder meets with leaders and individual instructors. 5) Approx 10 meetings charter holder meets with Board members. The purpose of the meeting to brain storming to improve the students' performance and keep school in compliance with regulatory guidelines.

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Assign pre-tests and post-tests in all core courses 2. Record grades in gradebooks within MStar Learning Platform and Synergy grade history 3. School leader will review all grades awarded to students at school for each grading period or block.	1. Online Instructional Intervention Specialist 2. Student Services 3. School Leader	1. At the beginning and end of each course and grading period or block 2. At the end of each grading period or block	1. School Leader reporting 2. Final grade submissions 3. Synergy Course History

Benchmark Assessments (1.a.vii)

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

Benchmark Assessments (Math)

	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten			
1-3			
4-6			
7-8			
9-12	Pinnacle's course curriculum provides pre-test and post-tests (midterm and final exam) using formative and summative assessments throughout the course.	Online	At the beginning and end of each course and grading period or block

Benchmark Assessments (ELA)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten			
1-3			
4-6			
7-8			
9-12	Pinnacle's course curriculum provides pre-test and post-tests (midterm and final exam) using formative and summative assessments throughout the course.	Online	At the beginning and end of each course and grading period or block

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

Pinnacle monitors a student's growth analysis by each grading block. Every Pinnacle course includes a Pre-Test, a Post-Test (Midterm or Final Exam) and regular formative and summative assessment to analyze a student's growth in each course level.

Additional Information (Optional)

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