Remote Learning Plan

District Name:	Academy of Educational Excellence
District Address:	728 Parkside Blvd. Toledo, Ohio 43607
District Contact:	Dessa Ann Harris, Superintendent
District IRN:	013195

As we begin the 2020-2021 school year in uncertainty Academy of Educational Excellence plan to meet our families where they are no matter their circumstances. We are allowing families two options for learning.

The first is our onsite model. Onsite learning will occur five days a week from 9:00 am to 3:15 pm. Students in grades kindergarten through third grade will be in school on a regular schedule but with social distancing as well as thorough health and safety measures as is outlined in our Health and safety measures document.
In summary if this information.
Students who attend school onsite will have the following provisions
- Temperatures taken either upon boarding the school bus or entering school
- All students will sit in rows and columns which are spaced six feet apart
- All students and staff as well as others entering the building must wear masks
- Students will have personalized learning packs at their desks and will not share school supplies.
- Will be isolated if they develop a temperature during the school day
- Will eat breakfast and lunch in their classroom socially distanced from others
- Will have recess that is designed to allow for socially distanced play with games such as hopscotch and jump rope
- Will have the restrooms cleaned after each use.
- Will have technology that is for individual use for each student

Although this is a summary our entire procedure is covered in separate documents which will be submitted with this plan.

All fifth and sixth grade students will learn remotely. In addition, families of students in other grade levels who compromised or who feel unsafe with onsite schooling may choose the remote learning option. Students with remote learning will be in a virtual classroom with teachers and classmates daily. Teachers will engage in direct instruction with students as well as engage students in classroom community building and social emotional learning using both physical tools such as manipulatives and paper and pencil while engaging with teachers live in Google Meets daily sessions.

In the event that onsite instruction would severely threaten the health and safety of students family and staff then the school is prepared to move to virtual instruction for all students using the protocols and systems in this remote learning plan.

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Consider how instruction will take place? (check <u>all</u> that apply)

    X Teacher-student interaction through online learning platforms
    X Online lessons for student to work on at home
    X Offline lessons and instructional packets for students

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: ● Instructional Sequencing ● Aligned Instruction to Learning Standards ● Gap Analysis for ELA, Math, Science, and Social Studies ● Created a plan for IEP and students with disabilities ● Created a plan for students identified as gifted served with a Written Education Plan (WEP)

Address Determining Instructional Needs Here:

Academy of Educational Excellence (AEE) will administer the student readiness diagnostic readiness assessments developed by the Ohio Department of Education (ODE). These assessments as well as their progress monitoring will be administered digitally as provided by ODE. The data provided by these assessments will be documented and used to inform individual, small group and whole group instruction.

AEE uses NWEA/MAP in reading and math as a benchmark assessment to identify areas of achievement and need for all students. The beginning of the year (BOY) data will be compared to the data from the last assessment given before Covid 19 forced school closures last spring.

Even though the fifth and sixth grade students will be receiving virtual instruction, they will take the MAP assessment online with their teachers on the Google Meet platform and using their Chromebooks.   Students in other grades who will be learning virtually will be given assistance by school personnel in taking the MAP assessments virtually.

In addition to the benchmark assessments, the instructional staff will assess biweekly to monitor and plan for both onsite and virtual learning for all students. This will be done using teacher created (and administration approved) formative assessments as well as those that are built into our online curricular tools such as Moby Max, Reading A-Z, and NWEA/MAP.

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Students who have Individual Education Plans will have the assistance of their intervention specialist as well as their ESEA certified paraprofessionals as they navigate the assessments either onsite or virtually in accordance with the specifications of their IEP.

Documenting Instructional Needs	How will **instructional needs** be **documented**? Possible/Optional item(s) to consider: ● Clear instructional plans have been created ● Clear instructional plans have been communicated with staff, parents, and other stakeholders

Address Documenting Instructional Needs Here:

With the assistance of Ohio's new Learning Standards, Gap Analysis documentation and Standards tracking forms AEE will monitor student progress towards standards–based achievements. Weekly communication to parents as well as parent connection with our online platforms will provide up to date information about student progress towards achievement goals as well as "gap" goal being monitored.

Whether onsite or virtual learning, each student will have an "I can" checklist of standards for reading and math. As students demonstrate proficiency in standards they will either have the standards checked and students who are able will be allowed to mark the items themselves. These checklists will be available to parents online so that parents have access to student progress visually.

In addition, parents will receive weekly updates from administration and teachers with information about what students are learning and areas that are being focused on for assessment.

Students will make personal goals and track at least one area of their learning in their binders or in Google Classroom for students working virtually. This will help students gain ownership, organization and confidence in their learning.

Kindergarten: Sight Words
First Grade: Addition Facts
Second/ Third Grade: Fluency Rates
Fourth Grade: Multiplication/ Division Facts
Fifth/ Sixth Grade: Pages Read

Attach any Additional Documentation or Notes (if necessary):

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Gap Analysis (Example)
Gap Analysis (Example) **Student Data Tracker (Example)**

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	What method(s) will be used to **determine competency** for remote learning? Possible/Optional item(s) to consider: ● Developed and communicated a plan for determining competency (grading and assessments)

Address Determining Competency Here:

Students' grades will be determined through effort and mastery of skills taught whether onsite or virtually.
• Teachers will have a curriculum map with skills and strategies to be taught per quarter.
• Students will be assessed based upon grade-level appropriate Ohio's New Learning Standards critical areas of focus.
• Teachers will use both teacher-created and curriculum provided assessments to assess student achievement.
• Teachers will us a 30/70 method of grading. 30 percent of students' grades will be determined by the percentage of assignments completed either virtually or paper/pencil (onsite). The other 70% of students' grades will be determined by assessments completed either virtually or onsite.

Promoting Students	What method(s) will be used for **promoting students to a higher grade level** with remote learning? Possible/Optional item(s) to consider: ● Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address Promoting Students to a Higher Grade Level Here:

Students in kindergarten through grade two will be promoted based on the percentage of standards mastered according to the number of skills taught for the year based on Ohio's New Learning

Standards for each grade level and each core subject taught. Students will need to master 60 percent of the skills taught and assessed to be promoted to the next grade.

Students in third through sixth grade will be promoted based on the percentage of standards mastered according to the number of skills taught for the year based on Ohio's New Learning Standards for each grade level and each core subject taught. Students will need to master 60 percent of the skills taught and assessed, score at least the following grade correlated RIT score on the NWEA MAP assessment, or a combination of mastery and RIT score promotion standards to be promoted to the next grade.

NWEA RIT scores for promotion grades 3-6

	Reading	Math
3rd Grade	193	196
4th Grade	200	205
5th Grade	206	212
6th Grade	209	217

Students with Individual Education Plans must meet 60% of their yearly IEP Goals to be promoted to the next grade.

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? Possible/Optional item(s) to consider: ● Created a communication and attendance plan for staff and students

Address Attendance Requirements Here:

While virtually learning students will be required to virtually attend school through Google Meets with their teachers. For students to receive full credit for attending school on a school day they must be

in attendance for 80% of teacher led remote instruction. In addition, the student must demonstrate a minimum 2 hours per day of interaction with online learning tools assigned by teachers which will include but are not limited to: Learning A-Z, MobyMax, Zearn, Khan Academy and, Google Classroom.
Attendance will be taken daily in ProgressBook.

In our One-Sign On, Clever, we will track student interaction with analytics data that documents interaction time with our embedded curriculum and tools: Google Classroom, Learning A-Z, MobyMax and ZEARN.

Parents will have daily access to check on student engagement in Clever.

Our Family Engagement Liaison will contact parents in cases where students have missed two consecutive days of learning or four days overall in order to develop a plan to address attendance concerns and develop an attendance development plan.

Teachers will record their whole group lessons and share them on their Google Classroom and share with students who are unable to login during class time. The Google Classroom also offers students and parents the ability to communicate needs for instruction through this platform.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? Possible/Optional item(s) to consider: ● Created a plan for documenting student participation in remote learning ● Communicated the plan with families and other stakeholders

Address Student Participation Requirements Here:

Teachers will use student RIT scores to individualize student learning opportunities in ZEARN, Khan Academy and MobyMax. Students will be assigned short skill building assignments and reward students for progress towards meeting collaborative math goals.

Students must demonstrate a minimum 2 hours per day of interaction with online learning tools assigned by teachers which will include but are not limited to: Learning A-Z, MobyMax, Zearn, Khan Academy and, Google Classroom.

Parents will have daily access to check on student engagement in Clever.
Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	[Exceptional and At-Risk Youth](#)
Progress Monitoring	How will your school district **progress monitor** student progress with remote learning? Possible/Optional item(s) to consider: ● Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

Students will be using Online learning tools that uses NWEA/ MAP RIT scores to individualize each students learning needs. In MobyMax, students will be assigned individualized learning activities designed to build skills based on student curricular needs. Teachers will monitor weekly each student's progress using weekly reports in ProgressBook that are also visible to parents. Student motivation tools designed to encourage students to work on their individual skills is built into MobyMax in the form of games and rewards for meeting personalized goals.

Teachers can also monitor student reading fluency in Reading A-Z on a regular basis through audio recordings made by students made as part of the curriculum.

Teachers will also have the opportunity to formatively assess students' learning while learning onsite or virtually using tools in Google Classroom and interactive learning games such as Kahoot that will snapshot student skills.

Teachers will use student RIT scores to individualize student learning opportunities in ZEARN, Khan Academy and MobyMax. Students will be assigned short skill building assignments and reward students for progress towards meeting collaborative math goals.

Attach any Additional Documentation or Notes (if necessary):

"I Can" student standard trackers(Example)

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	What is your school district's plan to ensure **equitable access** to quality instruction through remote learning? Possible/Optional item(s) to consider: ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

Those students who will receive instruction virtually will have access to the same tools as students who are onsite. These tools include but are not limited to: a Chromebook, internet access card, and a supply box with content specific manipulatives included. We are supplying all of our students with individual manipulative packs for reading and math as well as, Chromebooks for health, safety, and social distancing issues. We are also preparing students to be able to move to all remote learning quickly if that becomes a necessity.

Teachers in each classroom will be sharing their screen with students onsite and virtually, on Google Meet as they conduct whole class instruction.

Attach any Additional Documentation or Notes (if necessary):

Student Supply Purchase Orders

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs

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Professional Learning	What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful? Possible/Optional item(s) to consider: ● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

Teachers will receive beginning of the year and ongoing job-embedded professional development on the following topics:

Reading A-Z
MobyMax
NWEA/Map (Using data to inform instruction)
ZEARN
Leader in Me (Social Emotional Learning)
Student Engagement
Google Classroom
Google Meet
ProgressBook
Trauma informed teaching
Health and Safety protocols
Using Gap Analysis
Professional Learning Communities

These professional development opportunities will be in person, onsite and virtual. They will be monitored and evaluated through the Teacher-Based Teams and the five step process that will be monitored by the administrative team on a monthly basis. In addition, administration will complete daily learning walks to monitor, staff set goals that will be reviewed weekly and feedback given to staff regularly.

In addition, the staff will have their own Google Classroom to share ideas, information, questions and encouragement for one another.

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Attach any Additional Documentation or Notes (if necessary):

Teaching in Uncertain Times Teacher Schedule,
Leader in Me PowerPoint Presentation