



ACHIEVE



Remote Learning Plan

District Name:	Achieve Career Preparatory Academy
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District IRN:	011507

The goal of remote learning is to ensure learning continues even though school buildings are closed. Remote learning engages students through a variety of learning opportunities, which can be delivered online and/or offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore the natural world and engage in interdisciplinary and artistic hands-on learning.

HB 164 (June 2020) indicates that *“Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. An adopted plan shall not be subject to approval by the Department. Each plan shall include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level; (3) The school's attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction will be ensured; (6) A description of the professional development activities that will be offered to teachers...The Department shall make each plan it receives under division (B) of Section 16 publicly available on its website.”*

NOTE: The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to **August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelarning@education.ohio.gov.**



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How will instruction take place? (check all that apply)

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

The goal of ACPA is to return fully to direct, on-campus learning as soon as possible during the 2020-21 school year. However, the current number of COVID-19 cases in our region has led ACPA to decide to begin the school year using a hybrid model. This will allow us to promote the social distancing necessary to most effectively meet the health interests of our students, staff, and community.

ACPA will provide instruction through alternative scheduling for remote learning.

- *Freshman and Sophomores will be in school every Monday, Wednesday and 1st and 3rd Fridays.*
- *Juniors and Seniors will be in attendance every Tuesday, Thursday and 2nd and 4th Fridays.*

When not physically in school, students will participate in online learning.

An online only option will be available by parent request.

We will return to our fully on campus learning as it is safe to do so, based on guidance from our local health department.

Details of these plans are included in the sections that follow.

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Instructional Sequencing ● Aligned Instruction to Learning Standards ● Gap Analysis for ELA, Math, Science, and Social Studies



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- 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:

- ACPA will provide instruction through alternative scheduling for remote learning. Freshman and Sophomores will be in school every Monday, Wednesday and 1st and 3rd Fridays. Juniors and Seniors will be in attendance every Tuesday, Thursday and 2nd and 4th Fridays.
- With this model instruction will be provided according to quarterly pacing guides aligned with the Ohio State Standards.
- Students will be given a diagnostic assessment within the first 3-6 weeks of school to provide baseline data to aid teachers in planning instruction and intervention.
- Students will be assessed using short cycle assessments on Fridays to collect data that will determine instructional needs.
- The Instructional team will meet weekly to build differentiated models of engagement for both in person and asynchronous online learning for student support and gap closure.
- Students with IEPs as well as gifted students will receive the same tier one support as their peers. Students with IEP's will also receive tier three support using various mediums such as packets, synchronous office hours and online software that address the students IEP goals in the best environment for the student.

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:

- Achieve will post classroom codes as well as training videos for students to have constant access to their instructional plans.
- This communication will be updated weekly on the website and announced during "Monday Memo" via video to keep all stakeholders aware of all things happening at ACPA
- Instructional plans will be submitted to the school leader in a unit map format every month for review.
- Students will receive a syllabus during the first week of school that will remain on the google drive for access and reference. Students will use this as a roadmap of what objectives and



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standards will be addressed during each course.

- Teachers will consistently share learning targets with students, help them monitor their progress, and provide remediation and enrichment as appropriate.
- ACPA's Instructional Leader will provide support both during in person and virtual office hours.
- All items (instructional and informative) will be kept in google drive for accountability

Attach any Additional Documentation or Notes (if necessary):

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: <ul style="list-style-type: none"> • Developed and communicated a plan for determining competency (grading and assessments)

Address Determining Competency Here:

- All formal and informal assessments will take place on Fridays
- Students will continue to use google suite as their primary learning platform
- ACPA will continue to use its brick and mortar grading scale
- ACPA will continue to have assessments, classwork and homework graded as outlined in our



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SIS, PowerSchool, based on established grading criteria, weights, and categories

- ACPA will continue gradebook audits quarterly
- ACPA will continue to have TBT meetings weekly to address assessment data and school wide strategies that must be implemented or adapted to ensure student success

Granting Credit

What method(s) will be used for **granting credit** for remote learning?

Possible/Optional item(s) to consider:

- Developed and communicated a plan for granting credit (grading and assessments)

Address Granting Credit Here:

- Credit will be granted for course(s) when the student completes course requirements and receives a passing grade per evaluation of a licensed teacher using the ACPA grading scale.
- Work credit is also provided to students; ½ credit for 60 hours and 1 credit for 120 hours of work. Students must provide a check stub or W2 as proof and may only receive up to 1 credit hour per school year
- Testing credit will be allowed for all students who score 3, 4, or 5 on the end of course exam for subjects aligned to the state assessment, ei Algebra 1

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:

- Promotion is parallel to credits obtained. Students who successfully earn the following will be promoted to the next grade band;
 - 0-4 credits freshman
 - 5-9 credits sophomore
 - 10-14 credits junior
 - 15-21 credits senior

Students may earn up to 7 credits a school year and more using Gradpoint for credit recovery courses. Gradpoint is a computer based class provided online and in person that students



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may take for credit recovery. There are over 150 courses to choose from.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here:</p> <ul style="list-style-type: none"> In person instruction and asynchronous instruction will take place daily and students working remotely will be offered at least 5.5 hours of learning opportunities for each day in the school calendar. Students will have attendance taken in person each class hour and submitted via EMIS. Students will also have asynchronous attendance taken when the assignment submitted on online learning days is turned in. Students must demonstrate at least 5.0 hours of participation to be counted present. Junior and Senior attendance will be taken by worksite managers submitting time to EMIS coordinator on days that school to work programs are in place. Instructional staff will provide and update students weekly on attendance policies. 	
Participation Requirements	How will your school district document student participation in remote learning opportunities?



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	Possible/Optional item(s) to consider: <ul style="list-style-type: none"> • Created a plan for documenting student participation in remote learning • Communicated the plan with families and other stakeholders
Address Student Participation Requirements Here: <ul style="list-style-type: none"> • Participation requirements for in person and online learning days will be shared with stakeholders and students during “Monday Memo” online meetings and will be included in the student and staff handbooks • Teachers will share online and in person requirements in their syllabi • Parents and students will sign a written agreement for participation in remote learning • Communication logs will be kept documenting student participation and one-on-one contact. 	
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: <ul style="list-style-type: none"> • Developed a Plan to monitor student progress with remote learning
Address Monitoring Student Progress Here: <ul style="list-style-type: none"> • Instructional staff members must adhere to the ACPA grading protocols that list the due dates and numerical amount of classwork, homework and assessments issued for each week. • Instructional staff members also have gradebook audits 8 times a year for accountability • Progress reports will be sent home at the middle and end of each quarter • Parents will be provided access to the Powerschool Parent Portal where they will be able to access their child’s grades at any time • Conferences will be held in person (if possible) or virtually • Remote student progress will require students to complete a variety of weekly assignments both in person and online. Teachers will review these assignments and provide timely and 	



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meaningful feedback. During virtual meetings via Hangouts, teachers will use questioning techniques as well as exit tickets using Google Forms to informally assess progress.

- Teachers will formatively assess students at least weekly. The results of these assessments will drive our weekly TBT meetings where we will analyze the data to determine class mastery of standards, identify students' strengths and weaknesses, and collaborate on the planning and implementation of research based strategies to address misconceptions. During our instructional learning cycle assessments (every 2 weeks), teachers will be able to drill down data and incorporate reteaching into the lesson so that students do not fall behind. Attention will be given to differentiating instruction to meet the needs of all learners.

Attach any Additional Documentation or Notes (if necessary):

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	<p>What is your school district's plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Parent/Student surveys have been reviewed • Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

- ACPA is ensuring Equitable Access for students with disabilities and English learners by providing services as defined by their IEP's and individual identification letters. These services may be provided remotely by synchronous meetings, individual asynchronous plans and assignments, teleconferencing/tele-therapy, or phone conferencing.
- Parent/Student surveys have been provided via mail with pre posted envelopes
- Parent/ Student surveys have been added with online link on webpage
- A technology plan has been created to ensure equitable access
 - ACPA will provide Chromebooks to students for use during remote learning as needed
 - ACPA will work local providers to provide internet to students for remote learning
- A technology teacher has been provided for each student, so that each student will be able to



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build technology skills to assist with their online academic achievement goals

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX PROFESSIONAL LEARNING

Resource Link(s): [Professional Learning Needs](#)

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:

- Staff will receive two weeks of professional development prior to the start of school that addresses technology, progress monitoring, special education, social and emotional health, differentiation and digital platforms such as Google Suite to list a few.
- Specifically, instructional staff will receive remote learning guidance and professional development from the IT team as well as the instructional leader prior to the start of school.
- Staff will receive an additional 10 days of professional development throughout the school year dedicated to best practice and academic achievement.
- Instructional staff members will receive embedded professional development from their instructional leader monthly.
- Staff members will receive the professional development calendar prior to the start of school for optimal attendance.

Attach any Additional Documentation or Notes (if necessary):