

# REMOTE LEARNING PLAN

Due August 21, 2020

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

## Section One Instructional Needs

**Determining Instructional Needs:** How will instructional needs be determined?

- Instructional sequencing
- Aligned instructions to learning standards
- Gap Analysis for ELA, Math, Science, and SS
- Created a plan for IEP and SWD
- Created a plan for students identified as gifted served with a WEP

►Address Determining Instructional Needs:

Students will be tested with NWEA MAP assessments within the first two weeks of school to determine a benchmark of learning for all students. Students in grades K-4 will be given additional screeners to determine reading deficits for small group Tier II instruction. Student scores will be analyzed and compared to the students' last tested score (Winter 2019). Teachers will complete a Gap Analysis for all subjects prior to students starting school via vertical team meetings or department meetings at the MS/HS level. Instructional plans utilizing current data and gap analysis will be used to address anticipated gaps in learning through the Ohio Improvement Process. Teachers will utilize the Readiness Toolkits available on ODE's website for each academic area to provide resources to engage students and develop appropriate learning strategies.

**Documenting Instructional Needs:** How will instructional needs be documented?

- Clear instructional plans have been created
- Clear instructional plans have been communicated with staff, parents, and other stakeholders

►Address Documenting Instructional Needs Here:

Existing instructional plans may be modified at the elementary level. Middle and High school teachers will determine instructional needs based on their analysis of student data. Expectations for student learning will be communicated to students and parents via website/district app, email, Remind, Class DoJo, or Google classroom. Virtual meetings will be offered periodically for parents or guardians to offer support and/or discuss student progress and participation. Online materials will be aligned to the curricula of the courses designed to support teacher-led

instruction. Schedules will be created for all coursework. Teachers will establish clear expectations to guide students as they engage in non-classroom-based learning. Students will be offered flexibility on the pace of coursework or activities.

Students with IEPs or WEPs will be assigned a properly credentialed teacher to fulfill the educational needs of those students.

## **Section Two: Determine Competency, granting Credit, & Promoting students to a Higher Grade Level**

**Determine Competency:** What method(s) will be used to **determine competency** for remote learning?

Developed and communicated a plan for determining competency (grading and assessments)

➤Address Determining Competency Here:

Students will receive traditional grades in alignment with the grading scales and policies of the school in which they would otherwise be attending in person. This will be communicated via district Restart Family Guide and the Adena Online Learning registration and enrollment agreement form.

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

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

➤Address Granting Credit Here:

Student schedules will be created in conjunction with high school administration to ensure students are taking the necessary courses to graduate. Students will follow the school's grading policy found in the student handbook.

**Promoting Students:** What method(s) will be used for **promoting students to a higher grade level** with remote learning?

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 must complete all course requirements at the High School level. All other students must have passing grades in all core subjects as stated in the student handbook.

## **Section Three: Attendance and Participation**

**Attendance Requirements:** What are your school district's **attendance requirements** for remote learning?

- Created a communication and attendance plan for staff and students

➤ Address Attendance Requirements Here:

Students enrolled in the Adena Online Learning option will be assigned a teacher of record who will record attendance on a daily basis. This requirement will be communicated to students and parents upon completion of the registration and enrollment process.

**Participation Requirements:** How will your school district document **student participation** in remote learning opportunities?

- Created a plan for documenting student participation in remote learning
- Communicated the plan with families and other stakeholders

➤ Address Student Participation Requirements Here:

Students and their parents will be expected to participate in virtual meetings offered periodically to check on student participation, progress, offer family support, and to answer questions and receive help with online schooling. Students will be provided with daily and/or weekly schedules to facilitate student participation and ensure timely completion of activities and coursework. Students may be offered flexibility on the pace of when instruction will occur but will have to maintain successful completion and submission of the minimum required assignments.

#### **Section Four: Progress Monitoring**

**Progress Monitoring:** How will your school district **progress monitor** student progress with remote learning?

- Developed a Plan to monitor student progress with remote learning

➤ Address Monitoring Student Progress Here:

Each student will be assigned a certified teacher who will provide online instruction via Google Classroom or LMS. Students and their parents will be expected to participate in virtual meetings offered periodically to check on student participation, progress, offer family support, and to answer questions and receive help with online schooling.

#### **Section Five: Equitable Access**

**Equitable Access:** What is your school district's plan to ensure **equitable access** to quality instruction through remote learning?

- Parent/Student surveys have been reviewed
- Technology Plan has been created to ensure equitable access

➤ Address Equitable Access to Quality Instruction Here:

Parent surveys have been reviewed to determine interest in online learning. Adena is a 1:1 technology district with the capability to provide a Chromebook to any student who wishes to participate in the Adena Online Learning option. The district will work with students who need assistance with access to reliable internet access. The district has on-campus options for access to internet connectivity.

### **Section Six: Professional Learning**

**Professional Learning:** What **professional development** activities will be offered to your school district's teachers to ensure remote learning is successful?

Created and communicated a Professional Learning Plan that includes professional development to help teachers enhance remote learning.

➤ Address Professional Learning/Development Here:

Professional development will be provided the first two weeks of school for all staff who will be delivering instruction via Google Classroom or LMS. These will include but not be limited to: online training with LMS, Google Classroom platform, effective engagement of students with online learning, parent engagement / support and resources to use with online learning.