Benjamin Logan Local Schools – IRN 048074
Remote Learning Plan Checklist

Requirements, as indicated in House Bill 164.

The Remote Learning Plan includes the following:

A description of how student instructional needs will be determined and documented.

- Teachers may give MAP tests and formative assessments to students at the beginning of the school year to assess prior learning to inform instructional strategies and interventions.
- Teachers will continue to monitor students' progress to help design instruction and report throughout the course of the academic year.
- Clear instructional plans have been created for each grade and course and will be communicated to staff parents and students.
- The Virtual Learning Academy is an option for families should that chose that format.

The method to be used for determining competency, granting credit and promoting students to higher grade levels.

- Teachers will instruct power standards as defined by the state and district curriculum standards and students must advance through the curriculum based on demonstrated proficiency.
- Student Competency will be based on demonstration of sufficient knowledge and/or skill acquired for each grade level power standard. These assessments will be authentic - created by the teacher and/or other district and state-approved assessment tools.
- Mastery of Content: Each teacher will assess mastery of content based upon completion of state standards for their subject area. Students shall obtain credit based on the board approved grading policy and scale
- Student Demonstration of Competency: Each student will complete assignments and assessments that were constructed based upon state standards in that given subject area.
- Promotion to the next grade (or level) is based on the following criteria, the current level of achievement based on instructional objectives and mandated requirements for the current grade, potential for success at the next level, and emotional, physical, and/or social maturity necessary for a successful learning experience in the next grade.

The school's attendance requirements, including how the school will document participation in learning opportunities.
- Students are expected to participate in all scheduled remote activities.
  - Participation will be tracked by teachers and reviewed by administrators.
- Students will log in to district-approved LMS or session for each course.
  - Participation will be tracked by teachers and reviewed by administrators.
- Each student is expected to complete assignments and assessments in accordance with teacher expectations.

- Administrators and School Resource Officer (SRO) will work with students who are not meeting expectations.

A statement describing how student progress will be monitored.
- Student grades will be kept up-to-date in ProgressBook to allow for students, teachers, administrators, and parents to progress monitor student success.
- Teachers will share information with parents via Google Classrooms and email.
- Weekly, any student earning lower than a C will be contacted by their teacher with plans to improve learning.
- Students with special needs or those served through a 504 plan will receive progress monitoring on their individual plans. Instructional accommodations will be made as needed.
- Administrators and School Resource Officer (SRO) will work with students who are not meeting expectations.

A description as to how equitable access to quality instruction will be ensured.
- Students/Families were surveyed to determine internet access needs.
- The district is working to provide Internet access points that are available to all students and all students in grades K-12 have Chromebooks that are installed with software filtering programs that prevent harmful material on student Chromebooks.

A description of the professional development activities that will be offered to teachers.

Job Alike Network and Meetings
Collaboration Opportunities: One collaboration opportunity for teachers in the various grade bands for each content area per year. Our team of content specialists in the curriculum department will create and support job alike opportunities for the districts purchasing curriculum services. These opportunities are extremely critical for many of our districts because of their small size. In many districts, teachers of many subjects and grades are the only teacher in the district that has that teaching assignment. Having opportunities for these teachers to network is critical for these teachers to grow and improve their instruction.

These opportunities will include:
- Regional job alike meetings to allow teachers of similar content and grade bands to collaborate and share practices and resources
- Email Updates: Routine customized information provided to teachers in Science, ELA, Math, and Social Studies across elementary, middle school, and high school levels. As well as email and phone support of content specialists to address questions and issues.
- Subject specific updates about ODE timelines and assessment information

District Specific Onsite PD and Support Opportunities
- ESC content specialist will be available to support two (2) full days of PD and/or support for staff members within their assigned core content area (ELA, Math, & Science/SS). This is a total of six (6) days of ELA, Math and Science/SS professional development and support.

8/13/20

Onsite PD & support activities may include, but not limited to:
- High Impact Strategy Professional Development
- Curriculum Adoption Process Design & Support
- Vertical & Horizontal Alignment
- Lesson Planning & Refreshing of Learning Targets
- Data Coaching & Review of Reports
- Expanded Regional PD
- Access to high quality subject and grade level specific PD offered by Content Specialists

Data Coaching and Analysis

The data tools provided should provide focused, specific information that staff can easily use. Our tools include:
- Grade level and subject reports
- Data trend reports
- Performance index breakdowns
- Value-added breakdowns and trends

Instructional Connections to Student Data

Data is only powerful when it directly impacts students.
- Identify strengths in curriculum
- Identify areas of instructional need
- Provide easy to understand data formats
- Provide resources to support findings
- Allow teachers to focus on teaching

Staff Training

The staff must clearly understand the data and know how to interpret what the data reveals.
- Provide easy to read data charts
- Make the data visual
- Provide training to your staff so they are comfortable with the data
- Assist the staff in making decisions based on the data