How will students receive instruction? How will instructional practices be documented?

Students will receive instruction via three learning environments when on a partial remote plan: (TLC) Teacher led Classes (traditional classroom instruction, single subject with teacher-led classroom), (FIT) Focused Instructional Tutoring (single subject small group instruction, tutoring, supported paper and online guided instruction with teacher expert available, e.g. math students with math teacher working on math courses), (GIS) Guided Instruction Support (independent study with licensed teacher support as needed to assist with student progress on any subject of student's choice.)

Student learning needs will be determined by using a process that combines transcript analysis, MAP or similar test score analysis, EOC test score analysis (if available) and analysis of content specific competency assessments that evaluate student proficiency of required Ohio Learning Standards.

Documentation:

Student attendance is taken daily and by class. Student work in online courses is monitored by teachers, admin, and support staff. Learning progress is monitored via gradebooks either in online curriculum or teacher gradebooks. Students and teachers follow a prescribed schedule with rosters so student learning participation can be followed and student progress monitored.

In the event of full remote implementation, TLC and FIT will shift to instruction using Zoom or Google Meets. Documentation of student learning will remain the same.

How will schools determine competency? What criteria will be used to determine eligibility to award course credit? What criteria will be used to promote students to next grade level?

Student learning opportunities will include live taught classes led by teachers either in person or over Zoom, online curriculum via APEX, our nationally approved standards based curriculum, and/or teacher-designed coursework to achieve mastery which is uniquely designed for each student based on assessments that identify areas of mastery and deficiency in student knowledge. Students will also be able to learn with the assistance of small group instruction, personal and small group tutoring, and individual content area skills practice for mastery utilizing online tools and/or teacher designed paper-based practice materials.

Teachers will determine student competency by quantity and quality of work completed within a syllabus that is aligned to Ohio Standards, State-approved online curriculum course requirements, or evidence of standards-based mastery learning including, but not limited to, student test scores and work portfolios. Students must achieve a minimum 60% to be awarded credit. Students are promoted to next grade level based on credits acquired as defined by local Board policy.

Additionally, for all students, paper coursework will be available as needed and determined by need using staff consultation.

What professional development activities will be offered to teachers?

Our schools are implementing new curriculum and instructional practices based on our OIP goals as a network this fall. In conjunction with these network goals, the following PD has been designed:

Teachers will be provided PD on effective online instructional practices, Implementing Common Instructional Framework, Building school culture with common Habits of Mind, curriculum writing, Marzano Vocabulary process, PBL (online and in-classroom) instructional processes, and assessment implementation and analysis. Additionally, teachers will receive specific PD related to the tools we use as a system for writing/housing curriculum and writing and housing assessments. Finally, our teachers and staff will receive training on implementing our CTE and CBI programs including specific PD on delivering EnvisionIt, our CBI curriculum.