



Remote Learning Plan



District Name:	Cesar Chavez College Preparatory School
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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.”*

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 remotlearning@education.ohio.gov.

NOTE: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at remotlearning@education.ohio.gov. The Department will make all plans publicly available at www.education.ohio.gov.



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For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the [Remote Education Planning website](#).

Consider how instruction will 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
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 ● Created a plan for IEP and students with disabilities ● Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <ul style="list-style-type: none"> ● Students will be administered MAP assessments at the start of the year [ELA & math (grades K-5), science grades 3-5) <ul style="list-style-type: none"> ○ Within the Learning continuum module of the MAP assessment, the instructional content that the student is “ready to learn” is identified. Instruction will ensue remotely via Google classroom resources.. For EL students, assessments within the Benchmark Assessment System can likewise be used to determine “where to next” for ELA instruction. ○ Quarterly, the students are administered pre- and post- benchmark assessments based on 1) the Power standards for ELA covered within the pacing guide for the quarter and 2) math/science standards covered on the pacing guide. Mid-quarter, students are given a “Evidence of Learning (EOL)” quick assessment; teachers receive feedback from the EOL on content mastered by students, and problem areas, where different instructional strategies can be employed. ○ Individual learning labs will be scheduled for assessments as needed 	



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Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Clear instructional plans have been created • Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Documenting Instructional Needs Here:</p> <ul style="list-style-type: none"> • Data from the pre & post-test and "Evidence of Learning" assessments will be collected for each student and class. Moreover, Success criteria for many of the standards will be prepared before the instruction commences, so the learning targets are visible to students and staff. Weekly Lesson plans are reviewed by building administrators 1 week before instruction starts. • Note: The chief administrator will make all final decisions regarding a student's or the school-wide use of a particular method of instruction (e.g., in-class, hybrid, or all-virtual). 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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	<p>What method(s) will be used to determine competency for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Developed and communicated a plan for determining competency (grading and assessments)
<p>Address Determining Competency Here:</p> <p>Teachers will assess student competencies on the learning standards using a variety of strategies:</p> <ul style="list-style-type: none"> • Online pre-post quarterly assessments • Online mid-point evidence of learning quizzes • Online weekly quizzes targeting the standards taught for that period • Online written assignments and discussions 	



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- Virtual student conferences

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:

Students will be given credit for their assessments and online class assignments using the district grading scale and rubrics.

Individual learning labs will be utilized to help struggling learners access the online assessments and class assignments. Individual learning labs will also be scheduled for assessments as needed.

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 guidance found in student handbook pages 25-28.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE

ATTENDANCE AND PARTICIPATION

Resource Link(s):

[Communications Planning](#)



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Attendance Requirements	What are your school district's attendance requirements for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Created a communication and attendance plan for staff and students
Address Attendance Requirements Here: Each remote assignment will be assigned an “amount of time to completion”. Students will have an amount of work to complete weekly to account for attendance requirements.	
Participation Requirements	How will your school district document student participation in remote learning opportunities? 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: As a supplement to daily attendance, Teachers will monitor engagement. Teachers will track whether students log-in to the Google Classroom platform as well as log-ins to apps used to assign coursework. If they have completed assignments, this will count as participation and attendance. Teachers will track student participation in the out-of-school setting based on attendance in any synchronous lesson or through evidence of completion of asynchronous work or lessons through log-in data, completed assignments, teacher logs, and/or any other data available through online platforms. Teachers and Community Liaisons will keep in close communication with families regarding student expectations and documentation requirements. Weekly contact with families will be made to assess student success at learning remotely. Students who are not participating or having difficulty participating will have the opportunity to attend a learning lab for one-on-one guidance from an educator. Notwithstanding any provision to the contrary in Board policies, consistent with Department of Education guidance, to the extent students are absent due to COVID-19, including if there are technical difficulties accessing a lesson, if transportation is impossible due to a COVID-related impediment of the student or family member, or any other reasonable cause, the administrator may excuse such absence pursuant to his/her reasonable discretion. Further, also consistent with state guidance, notwithstanding any note requirement in policy, the School will accept verbal or emailed communications to justify any absence, and the School will log such communications internally.	
Attach any Additional Documentation or Notes (if necessary): 	



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SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">● Developed a Plan to monitor student progress with remote learning
<p>Address Monitoring Student Progress Here:</p> <p>Student progress will be monitored using several online assessment platforms: NWEA MAP, Achievement Series, Study Island, and Quizzes4All</p> <ul style="list-style-type: none">● Each nine weeks, students will take a pre- and post-tests to monitor their progress on standards covered that quarter.● Mid-quarter assessments (evidence of learning) will be administered to monitor progress on the goals being taught during the time period.● NWEA MAP assessments in math and ELA (grades K-8) and science (grades 3-8) will occur three times each year- fall, winter, and spring.● Standards-based quizzes will be administered frequently throughout instructional units to monitor student growth on specific standards being taught.● Required State of Ohio assessments (KRA, OELPS, OST (Fall and Spring) will also be used to monitor student progress.● The school's curriculum and assessment system is in direct alignment with Ohio's State standards for instruction. <p>Additionally, teachers will continue to collect data using informal online class assessments and collaborate with their peers in virtual data teams. Teachers will have virtual data talks with their building leaders and specialists to determine the best strategies and resources to use for online instruction.</p>	
Attach any Additional Documentation or Notes (if necessary):	



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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
<p>Address Equitable Access to Quality Instruction Here:</p> <ul style="list-style-type: none"> • Parent surveys suggest that access to technology (computers and hotspots) were barriers to students' ability to thrive in the remote learning environment. The school has invested in chromebooks to the extent that it is 1:1 student/chromebooks. Additional hotspots have been purchased and will be loaned to families as needed. • Families that are not native English speakers will have the service of community ambassadors and liaisons to aid in translation. Also, some of the software has Spanish versions, such as RAZ for kids and Dreambox. 	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs
Professional Learning	<p>What professional development activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.



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Address Professional Learning/Development Here:

Educational Solutions values lifelong learning, and professional development is key. Frequent professional development sessions will be offered to administrators and staff. These may be held onsite or virtually.

Administrators will be offered numerous Professional Development opportunities in the summer. These will include technical training, Google Educator Level 1 Training, and training on educational systems used for instruction. During the school year, Administrators revisit summer training as needed with refresher workshops during the school year. On-demand coaching will also be provided.

Educators will be offered Professional Development opportunities during preservice. Technical training, Google Educator Level 1 Training (certification or non-certification path), Equipment training (i.e. smartboards, computers), and instructional systems training. During the school year, teachers will have weekly Professional development sessions on technology integration, best practices for blended learning, instructional techniques, etc. Educators will also have access to on-demand coaching from instructional coaches.

Attach any Additional Documentation or Notes (if necessary):

Communication Plan: All stakeholders will be notified of the Remote Learning Plan via the school's website.

Teachers will be provided with clear direction for instructional expectations so that they can guide students, and provide clear expectations for engaged learning opportunities in hybrid as well as during remote learning.