

Constellation Schools: Madison Community Elementary

REMOTE LEARNING PLAN

District/School Name:	Constellation Schools: Madison Community Elementary
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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 remotelearning@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 remotelearning@education.ohio.gov. The Department will make all plans publicly available at www.education.ohio.gov.

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

Note: The chief administrator of the School will determine, on an individual or school-wide basis, which form or forms of instruction students will utilize based on requests, safety conditions, and other relevant circumstances.

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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>Constellation Schools: Madison Community Elementary will use a competency-based educational program which is aligned with the Ohio Learning Standards in Social Studies, Science, ELA and Math. The curriculum will be sequentially developed for grades K - 8, with emphasis placed on mastery at grade level and special intervention for at risk students. Teachers will use Constellation Schools pacing guides to drive instruction. The pacing guides are aligned to the Ohio Learning Standards.</p> <p>Teachers will create lesson plans that include but not limited to live lessons, office hours, and small group instruction. Teachers will teach, record, and post live lessons during the scheduled instructional time in the specific content area based on the student’s schedule. Recorded lessons will incorporate live teacher instruction and supplemental videos. Recordings will only include the primary pieces of the lessons and independent learning time will not be recorded. All lessons will be linked and/or recorded through Google Classroom.</p> <p>By the end of the first month of the school year, unless impracticable or otherwise not required by state law or guidance, all students in grade K – 8 will be assessed using the NWEA Measures of Academic Progress (MAP) assessment in ELA and Math to determine instructional needs and levels. Students will again participate in the NWEA Map Assessments in ELA, Math and Science as scheduled in the Spring to identify growth.</p> <p>Kindergarten teachers will administer the KRA individually to each enrolled kindergarten student unless impracticable or otherwise not required by state law or guidance. Individual appointments may be used for assessment of students in high-risk categories and, where testing protocols permit, assessments may be conducted virtually. These assessments will be administered to all students where safety guidelines can be followed.</p> <p>Students in grades K-3 will be identified in the first month of school as on-track or not-on-track for meeting Ohio’s Third Grade Reading Guarantee based on MAP assessments unless impracticable or otherwise not required by state law or guidance. Specific areas of need will be identified for those students not-on-track through examination of MAP performance and/or additional diagnostic testing. This information will be used to develop a needs-based Reading Improvement and Monitoring Plan (RIMP) for each student as well as a plan for delivering RIMP services via on-campus or remote intervention sessions unless impracticable or otherwise not required by state law or guidance. Remote intervention will occur in the form of synchronous sessions delivered through Google Meets, teleconferencing, or individual appointments at the school or a tutoring location.</p> <p>Particular attention will be devoted to students in high-need groups in determining and documenting student levels of performance and needs. Teacher-based teams will examine other relevant sources of data, including but</p>	

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not limited to OELPA scores of English learners, intervention records, and work samples from Spring. Teachers will also review student work in comparison with a vertical alignment to standards review for Spring 2020 to fully understand student needs. IEP teams will review levels of student performance from assessments and progress reports and determine if there is the need for an IEP amendment or review.

Title teachers will collaborate with classroom teachers to provide small group instruction to students on their caseload. Title teachers will also work with the general education teacher to offer assistance with lesson delivery.

Intervention Specialists will collaborate with the general education teachers to adjust activities for accessibility to students identified with special needs. Intervention Specialists will continue to monitor their student's IEP goals and report progress as outlined in the student's IEP. Intervention Specialists will provide small group instruction to students on their caseload.

Paraprofessionals will collaborate with Intervention Specialists and Classroom Teachers to assist with accessibility. They will provide supports to students as outlined by the IEP.

Constellation Schools: Madison Community Elementary does not provide a gifted program for students.

<p>Documenting Instructional Needs</p>	<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
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Student data will be maintained in the student data system (ProgressBook) so that teachers and others working with the student are informed of student needs. The school will follow HIPPA guidelines in managing and making health information available.

Teachers will post a weekly lesson plan composed of the Expectations of Teaching and Learning. Lesson plans will include the learning objective, required instructional material, student prior knowledge of the objective, future knowledge, introduction to the lesson, lesson procedures, and lesson differentiation. These plans will be posted in Google classroom for student and family review.

Teachers will participate in scheduled building meetings where an agenda will be provided and notes will be taken for review at future meetings.

Teachers will check email daily. Teachers will also email parents a general update on their child at least once a week. The updates will include the schedule for the upcoming week and any other information that should be communicated.

Teachers will provide parents/caregivers with all access codes for their child at the start of the scheduled program.

Teachers will track student progress to ensure participation and check-in with students if students are struggling or non-participatory. Teachers will work with their principal to devise a plan for students who are struggling with participation.

Teachers will be readily available during office hours to respond to both student and parent needs and concerns.

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This may include, but are not limited to, email, Google Meet, phone calls, Dojo, etc...

Attach any Additional Documentation or Notes (if necessary):

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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)
<p>Student competency will be measured quarterly and determined through demonstrations of knowledge and understanding of the Ohio Learning Standards. In addition to quarterly progress reports, teachers will utilize evaluated work samples, non-graded formative assessments, and graded, unit summative assessments to track student competency in mastering key Ohio Learning Standards as defined by Constellation Schools: Madison Community Elementary’s curriculum maps and pacing guides. Results of these assessments will be available to students and parents through the ProgressBook portal.</p>	
Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> • Developed and communicated a plan for granting credit (grading and assessments)
<p>The school will adhere to the grading policy and the quarterly grading schedule specified in the adopted school calendar. In accordance with Board policy, students will be granted credit for a course by meeting the necessary requirements for promotion.</p>	
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: <ul style="list-style-type: none"> • Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p>All students will earn credit for completion of a grade level and be eligible for promotion if they are deemed academically prepared for the next grade level. Board Policy defines “academically prepared” as displaying an ability to adequately demonstrate her knowledge and skills in a majority of graded academic subject areas.</p> <p>Students will be retained if they have been truant for more than ten per cent of the required attendance hours of the current school year. Students may not be promoted if they have failing grades in two or more required academic subject areas unless the school principal and teachers of those subject areas agree that the student is academically prepared for promotion.</p>	
Attach any Additional Documentation or Notes (if necessary):	

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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>Constellation Schools: Madison Community Elementary teachers will develop lesson plans that present student learning opportunities for a minimum of 6.25 hours per school day in the school's adopted school calendar that totals 981.25 hours. Teachers will participate in professional development in designing learning opportunities under each instructional delivery plan. 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.</p> <p>Constellation Schools: Madison Community Elementary will implement a digital mode of instruction that will be teacher lead. Students are expected to report virtually for instruction at their scheduled times. The school will work with families to identify and provide all materials needed for instruction. The School will communicate attendance requirements upon enrollment or at the start of the year, and staff will regularly communicate attendance and documentation expectations.</p> <p>Under the digital mode of instruction, students will be required to attend all classes on scheduled times unless the student has an excused absence as defined by Board policy and Ohio revised code. Teachers will take attendance at the beginning and conclusion of each remote learning session. Daily attendance will be recorded in ProgressBook. 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.</p> <p>Parents/caregivers should notify the school when their child will be absent from school as outlined in Constellation Schools: Madison Community Elementary's Policies and Procedures. Teachers and/or other school staff will follow up with families if excessive absenteeism is occurring. Teachers will make a direct parent contact if any student fails to participate for two or more consecutive school days, or if the student does not participate for 25 hours in a given week. The school will follow the Board's adopted truancy policy for any students identified as excessively absent or habitually truant.</p> <p>Constellation Schools: Madison Community Elementary respects that each family's situation during this time can be unique and will work with these families to support the instructional needs of their child. In the event a student is unable to attend during the live instruction, the student's attendance will be tracked through completion of work. To accurately track and monitor student attendance, teachers will provide students with a Google form for each subject. Students will sign in and answer randomly ordered questions from the lesson. Teachers will</p>	

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determine the number of hours they expect an assignment to take for a typical student and use that to gauge each student's attendance. Students must complete all work to receive full attendance. If work is only partially completed, the student's attendance will reflect percentage of the assignment completed.

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
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Constellation Schools: Madison Community Elementary recognizes the keys to ensuring students are present, engaged and supported in learning include maintaining frequent contact with students and families, connecting students to appropriate resources, encouraging student participation and offering enriching, interesting and engaging learning opportunities. Teachers will prepare learning opportunities that are pre-evaluated to represent at least 6.25 hours of instructional time for each day school is in session per the Board-adopted school calendar. Student attendance is taken at the beginning and conclusion of each remote learning session.

Independent/remote work will be tracked for participation time through reports from online tools such as IXL. Students' work artifacts will be reviewed by the teacher in conjunction with the TBT weekly to determine total student participation.

Accommodations on IEPs, such as extended time, will be considered in determining the total weekly participation time of each student.

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>Student progress will be monitored through the use of formative and summative standards-based assessments, observation and engagement during lessons, and graded classwork. These assessments will be incorporated into instruction on a weekly if not daily basis. Teachers will meet weekly with their TBT to discuss all student progress and identify areas where additional instructional support is needed.</p> <p>Student progress will also be monitored through benchmark NWEA assessments given in Spring and compared with the baseline Fall measure. Students who are not meeting progress benchmarks will be referred to the school's Response to Intervention team.</p> <p>Students utilizing online intervention tools such as IXL will participate in adaptive assessments and teachers will utilize this information in order to assign additional needs-based practice.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

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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>In July, a survey was sent to all families to identify potential gaps in technology. This information was reviewed by the school's BLT and members of the Constellation Schools Education Team and Constellation Schools IT team. Data collected help to determine where technology gaps occurred formulate a technology distribution plan for families.</p> <p>Constellation Schools: Madison Community Elementary will utilize available state/federal funds to become a one-to-one school in computer accessibility. Each student will be issued a school-owned device that will be used for learning during the 2020-2021 school year. The device will be prepared by the school for quick access to the child's teacher, Google Classroom, online textbooks, online intervention programs and other instructional materials. Families who lack internet can contact the school to receive an individual device that will provide internet to then student.</p> <p>All students will have learning opportunities in English Language Arts, Mathematics, Science, Social Studies, Physical Education, and electives.</p> <p>Special Education and 504 students will be offered accommodations and modifications as outlined in their IEP or 504 plan.</p> <p>Students eligible for intervention or supplemental instruction under Title I and English Language learner services will be provided with appropriate intervention/supplemental services.</p> <p>Students not on track to meet Ohio's third grade reading guarantee will receive intervention appropriate to their reading needs through implementation of a Reading Implementation and Monitoring Plan.</p> <p>Students will receive all applicable student services (access to a school counselor, homeless liaison, etc.).</p>	
Attach any Additional Documentation or Notes (if necessary):	

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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.
<p>Constellation Schools: Madison Community Elementary teachers and support staff will return to the building for professional development on 8/14/2020. All staff will receive professional development in the following areas before the students return on 9/8/2020;</p> <ol style="list-style-type: none"> a. COVID-19 health, safety, prevention, and reporting. b. Use of Google Classroom. c. Engagement and Assessment in remote learning. d. Providing instruction in a remote classroom. e. Collaboration with General Education teachers and Special Intervention Specialists. f. Effective Parent/Teacher communication. g. SEL to transition students in different learning environments. h. State required SafeSchools trainings and trainings recommended by Constellation Schools LLC, and Constellation School's Sponsor. <p>Teachers will receive ongoing professional development throughout the school year. The above topics will be reinforced and extended upon, for example, expanding into other aspects of Google tools. In addition, professional development will be based on individual professional development plans of teachers and areas of need per the Fall NWEA assessment (baseline) data.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	