

REMOTE LEARNING PLAN

Eagle Elementary of Akron | 2020-2021 School Year

Eagle Elementary proposes to use direct, on-campus learning in keeping with its adopted education plan where possible during the 2020-21 school year. However, Eagle Elementary intends to offer a virtual academy option for students with personal or health situations that warrant such an option for the school year or portion of the school year. Eagle Elementary will also deliver instruction through hybrid and/or virtual academy options if full- or partial-closure of campus is deemed necessary due to communicable disease outbreaks, health department or Governor's orders, or administrative decision based on safety and health interests of our students, staff, and community. Details of these plans are included in the sections that follow.

I. DESCRIPTION OF HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED AND DOCUMENTED

- a. Teachers in grades first through fifth will begin the school year by assessing where students are relative to where they were in March 2020 before virtual learning started. For example, students in 4th grade will be assessed on 3rd grade, beginning of 4th quarter content. Students entering kindergarten will complete the Kindergarten Readiness Assessment. This data will be documented in each student's file, used to determine a baseline for the year and guide future instruction. In addition to classroom assessments, all students (K-5) will use iReady as the district diagnostic for reading and math and will be assessed in Fall, Winter, and Spring. iReady is an adaptive program that will assign specific and targeted lessons based on initial diagnostic assessment data. Using iReady will not only track student progress and growth throughout the year but will ensure each student is receiving individualized instruction if partial or full closure of the school campus is deemed necessary.

II. METHOD TO DETERMINE COMPETENCY, GRANT CREDIT AND PROMOTE STUDENTS TO A HIGHER LEVEL

- a. We will use a holistic approach to grade level promotion as decisions will be determined by multiple data points. Attendance, participation, work completion, academic growth, iReady diagnostic results, iReady growth checks (progress monitoring tool), iReady lesson data, and state assessments as determined by state policies and access will be used to assess competency and credit. We will also take into account a child's social emotional development, physical development, and parental preference when determining if retention is necessary per the school's board adopted promotion and retention policy, as we know that retention can have a lasting impact on a child's school career.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

Attendance will be taken daily. We provide 5.67 hours of learning opportunities that are being offered to students, and students will be expected to participate. This will be based on the following:

- a. Physical attendance.

- ~ Students physically present will be accounted for within our reporting system (PowerSchool).
- b. Students signed on and in attendance via Zoom
 - ~ Students Documentation of learning opportunities will be readily available based on teacher daily schedules posted on Google Classrooms and the school web page. These schedules will include whole class, small group, and one-on-one instruction times. Students will also be strongly encouraged to attend daily morning meeting sessions where attendance can be taken. We recognized that these opportunities might not be doable based on parent work schedules and access to reliable and consistent technology, for these students we will implement individualized attendance plans that could include daily check in calls with teachers, text message system, or another “check in” system where parents/ older students could use to check in each day.
 - ~ Students arriving late to online campus or are late to Zoom classes will be marked as tardy.
 - ~ Students who depart from online campus early or who log off from remote instruction early will be marked as early release and the time missed will accumulate as absences.
 - ~ In addition, when students are learning remotely, attendance will be tracked via the completion of tasks and assignments through Google Classroom.
- c. While our main platform will be online based, we will provide paper materials for all students who are unable to access the virtual materials. Attendance for these students will be based on the number of assignments completed.

A school day will be defined as an average of 5.67 hours per day of participation, reconciled weekly on Monday for the prior week. School personnel will continue to have high attendance expectations as currently reflected in our Board-adopted truancy policies. We will create individualized truancy plans for any student struggling to actively participate, and/or when a student fails to participate or demonstrate attendance in remote learning.

Teachers will initiate parent contact for students failing to complete remote or online work. After a minimum of 3 attempts to contact the parent and student, the teacher will refer the student to an administrator. Administration will then contact the parent and discuss issues and possible retention of the student.

IV. STUDENT PROGRESS MONITORING

- a. In addition to diagnostic assessments and individualized lessons, iReady automatically assigns Growth Checks every 3 weeks for progress monitoring. These Growth Checks assess each student on their previously learned content and adjust future lessons based on collected data. Teachers have access to all Growth Check and individual lesson data for every student, this will be used for goal setting with students and families.
- b. Using the curriculum map for each grade, assessments will be given in both formative and summative form. The dates for these assessments will be posted in calendar form for all students and parents to be aware of. These assessments will be based on concepts and standards being taught and will be used to gauge a students’ progress in mastering those standards.
- c. If in person instruction is possible, we will continue to use DRA for fluency and comprehension progress monitoring, as well as DIBELS for specific skills. Teachers can also use Epic Books to share books with students and listen to them read while online or even over the phone.

- d. If a student is not making progress, teachers will communicate with parents very early on the areas their child isn't progressing in, strategies to assist in making progress toward mastery, will collaborate on an additional time to provide one-on-one instruction to better meet the needs of that student. If the student still isn't making progress, administration will become involved to better find out why the child isn't making progress and how we can better assist that family, including RTI. If both parties have exhausted all efforts and no progress is being made, including having followed the RTI process, the child will be referred for further testing. Based on these results, the child may qualify for intervention services beyond RTI and Title 1 support, or the child may be retained for the following year.

V. ASSURANCE OF EQUITABLE ACCESS

- a. We will continue to support families who need reliable internet or technology devices. For families that are struggling with consistent housing, food, or hygiene supplies we will connect them with community resources as well as use grant funds to purchase school supplies as needed.
- b. Those families who do not have Internet access, we will work with them to provide access to locate community hotspots, free Internet sources, or locations where students are able to work.
- c. If students will be participating in learning opportunities from home, we will use ESSER funds to purchase basic school supplies for each family and have funds budgeted for postage so we can mail home materials. We will also provide a system for pick-up and delivery options from the school.
- d. Classroom lessons will be livestreamed for viewing, recording, and posting on both Zoom and on the Google Classroom Learning Management System for students learning off-campus. For those students who do not have access to a technological device to participate in online learning, we will do our best to provide them with one of the school's chromebooks. Assignments offered through remote learning will parallel those offered in live classrooms with an emphasis on understanding, practicing, and mastering key Ohio learning standards in each academic subject area.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

- a. We will continue with our previously planned August Preservice agenda in-person or virtually depending on state guidelines.
 - i. Preservice focus areas-
 1. Trauma After Covid- 19, Understanding Behaviors *Kate Usaj, LISW-S, ACHT*
 2. Early Literacy Follow Up session, *BCHF*
 3. De-escalation Training/ Crisis Team Training, *BCHF*
 4. School-Wide PBIS, *EEA Staff*
 5. Eureka Math, *TES*
 6. LLI/ Foundations, *TES*
 7. High Quality Tier 1 and 3 interventions, *TES*
 8. Integrating Writing in Guided Reading, *TES*
 9. iReady (setup, using the system, analyzing data), *iReady service provider*
 10. Required Safety trainings
 - ii. If virtual learning is taking place-
 1. Effectively using Google Classroom

2. Providing small group instruction through Zoom
3. Online resources for at home learning
4. Procedures for data tracking (attendance, academics, participation, etc.)
5. Using iReady for individualized instruction at home
6. Realistic expectations for virtual learning- developing individualized plans based on family needs

Date of Board Approval:

7/20/2020

Authorizing Signature for the Board:

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