



GLOBAL IMPACT

STEM ACADEMY

The Global Impact STEM Academy

2020-2021 Remote Learning Plan

Overview

In accordance with Substitute House Bill 164 of the 133rd General Assembly, each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. Not later than August 21, 2020, the qualifying public school shall submit the adopted plan to the Department of Education. 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 this section publicly available on its web site. For the 2020-2021 school year only, a school district that implements a plan shall be considered to have complied with both of the following:

- 1) The minimum number of hours required under section 3313.48 of the Revised Code;
- 2) Any requirements to receive state funds prescribed under Chapter 3317. of the Revised Code.

Student Instructional Needs

The Global Impact STEM Academy (GISA) will determine student instructional needs through a team comprised of the school administrators, school counselors, and school instructors. Instructional needs will be documented through the Google Classroom platform and/or Schoology Learning Management System (LMS) where students will receive lessons, activities, assignments, and access to classroom/teacher live-streaming.

Determining Competency, Granting Credit, And Promoting Students To A Higher Grade Level

In accordance with Policy 5421 of the Global Impact STEM Academy Governing Board, the School recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers and parents judge properly how well the student is achieving the goals of the School's program.

The Board believes that the School's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level. Global Impact currently serves students in grades 7 through 12.

The administrative team and Founding Director have developed procedures for grading whereby the professional staff:

- A. Develops clear, consistent criteria and standards particularly when grades are based on subjective assessment;
- B. Helps each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;
- C. Provides frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs;
- D. Provides for pass/fail grade in courses for which it is appropriate;
- E. Provides students the opportunity to assess both their won achievements and their areas of difficulty.

The grading system does not inhibit the professional staff members from learning the strengths and weaknesses of each student on an individual basis.

Competency and the granting of credit will be made by licensed professional educators in accordance with completion of coursework associated with Ohio's Learning Standards in each subject area.

The promotion of each student in grades 7 & 8 is determined individually. The decision to promote or retain a student is made on the basis of the following factors: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions, and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Global Impact STEM Academy implements "Mastery" grading that is highly dependent on narrative feedback by each instructor and grade level teams for cross-disciplinary projects. "Mastery" assessment strategies are utilized for all grade levels; however, for courses for High School credit, students will receive a letter grade at the end of the course that will be indicated on a transcript. With all

aspects of “Mastery” learning, there are opportunities for remediation for all students. In semester-based core High School credited courses, students not at “Mastery” will receive a mark of “WIP” (Work in Progress) their first time through the course. Their second time through the course, students will receive a final letter grade for their transcript.

Attendance Requirements and Documentation of Participation In Learning Opportunities

Global Impact will continue to follow Policy 5200 for attendance for students engaging courses virtually, the same as it does for students who are on-site daily or through a blended model of instruction. Children between the ages of six and 18 are of compulsory school age. Every person of compulsory school age must attend a school, which conforms to the standards prescribed by the State Board of Education.

Attendance will be taken each day. The classroom teacher will interact with students on a daily basis through Google Classroom and other LMS platforms, such as Schoology. When a student submits course assignments and/or completes learning activities, teachers will be able to monitor student participation and eLearning attendance. Student absences are to be reported to the school building by the parent/guardian each day.

In addition, Global Impact will continue to utilize the Agricultural Experience Tracker (AET) to take daily attendance. This is a continued practice for Global Impact. For all virtual days, students are required to log on between the hours of 5:00 a.m. and 8:00 a.m. daily. A report is run each morning and families of students who did not log on are contacted via phone each day.

Student Progress Monitoring

School success is defined by ensuring student academic growth in accordance with Ohio’s Learning Standards. In order for educators to meet the goal of student growth, progress monitoring serves as a valuable tool.

Educators at GISA will implement student progress monitoring by determining each student's current performance level on skills that the student will be learning during the 2020-2021 school year, identifying achievement goals that the student needs to reach by the end of the year, and establishing the rate of progress the student must make to meet those goals.

Academic progress is measured regularly using both formative and summative means of assessment including:

1. Common grade level assessments
2. NWEA MAP
3. MindPlay Assessments for literacy
4. Alternate Assessment
5. Mastery Learning Narratives

Equitable Access to Quality Education

Due to the diverse student demographics that exist at Global Impact, it is important to ensure that opportunities for learning exist for all students. The District will take all steps possible to ensure that equity of access to learning opportunities exists to continue to close achievement gaps.

Global Impact serves students with a variety of diverse learning needs which may require specialized instruction or services beyond the scope of a traditional learning plan. The School will continue to provide these services as outlined in a student's IEP, WEP, or Section 504 Plan. We are dedicated to serving the needs of all students no matter the location. Students will continue to receive specialized instruction and accommodations through the virtual platform.

Global Impact is committed to ensuring that all students have access to District provided personal devices and internet access. Connectivity for students without WiFi in their homes will be provided through the following means:

1. Pushing WiFi into the parking lots of all District schools, so that families can park near the schools to download assignments and upload completed activities and
2. Providing hotspots with unlimited data to any family that request them. Families who qualify for free or reduced lunch will receive those hotspots at no cost.

Professional Development Activities

In order to prepare educators for remote learning, Global Impact will provide professional development opportunities for its instructors throughout the summer of 2020 and on teacher workdays prior the start of school in the August. Additional professional development opportunities will take place throughout the school year and even during the school day with supports from the school administrative team. Professional development offerings include, but are not limited to the following:

1. Google Classroom Tools and Add Ons
2. MAP Skills
3. Educational Service Center of Central Ohio
4. Clark County Educational Service Center
5. Ohio STEM Learning Network
6. Ohio Alliance of Independent STEM Schools
7. CF Educational Solutions
8. Miami Valley Educational Computer Association (MVECA)
9. COVID-19 Response Training

*Please note that the Global Impact STEM Academy (GISA) Remote Learning Plan may be adjusted in accordance with guidance from the CDC, Clark County Health Department, Ohio Department of Education, and the Office of the Governor. Detailed guidelines are available in the Global Impact STEM Academy Reset & Restart Plan Board Approved active document.