

Great Western Academy

REMOTE LEARNING PLAN

2020-21 SCHOOL YEAR

Great Western Academy proposes to use direct, on-campus learning in keeping with its adopted education plan where possible during the 2020-21 school year. However, Great Western Academy 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. Great Western Academy 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.

The following is an overview of remote learning models if the school is not able to provide direct, on-campus learning as presented in its adopted education plan. Within each model, it is important to implement processes and practices that help students continue to move forward and develop the foundational skills and knowledge from the previous year. The use of concept mapping can support teachers and parents make connections across the years. Additionally, the school will continue to identify high-quality instructional materials that are conducive to remote learning of the essential curriculum. The school will work diligently to keep non-core classes that keep students engaged and motivated. In remote learning situations, expectations for student engagement and participation will emphasize the same rigorous approach as a direct, on-campus learning environment. All components of a remote learning model will be collaboratively developed and monitored among all stakeholders.

Remote Learning Models

Option 1: Hybrid Model

Students	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In Class	In Class	Learning at Home	Learning at Home	Learning at Home
Cohort B	Learning at Home	Learning at Home	Learning at Home	In Class	In Class

Model Overview: Students will be assigned a specific cohort and report to the building two full days per week to allow for social distancing and reduced class sizes. Students will complete work independently on days they do not report to school using school-provided tablets/chromebooks and assignments via

Google Classroom and/or other school-identified Learning Management System and other online learning programs (Freckle, Renaissance, Lexia, IXL, MobyMax) and/or identified Learning Management System as determined by the school. The school will offer students a device at the beginning of the school year. Each family will be allocated a device for each student enrolled in the district if needed. During remote days, attendance and progress will be monitored based on time logged into assigned programs and completion of assigned work. Teachers will facilitate a combination of Synchronous lessons (Live online and conducted in real-time) and Asynchronous lessons (prebuilt instruction and course components, allowing students to complete them at the time and pace of their choosing) during both on-site and virtual days. Additional information on student participation and completion of work addressed in Section III.

Wednesdays will be used as 100% distance learning for students to allow for deep-cleaning the building as well as provide teachers time for collaborative planning, professional development, individual/small group student check-ins and family communication. If necessary, students who may benefit from in-person, one-on-one or small group instruction could be considered to come to the building for this support if deemed necessary. These small groups will be contained to a specific area of the building/classroom to ensure the rest of the facility is cleaned appropriately.

Special Education teachers and related service providers will collaborate with general education teachers to schedule and provide required services to students. Rotated pull-out classes may also reduce the student-teacher ratios. Specials teachers will be included, to teach their respective content. These classes will be offered as a rotation to provide the necessary content and support to students for a well-rounded curriculum while also helping to reduce the student-teacher ratios.

Special Education evaluations will be scheduled on the day the student is assigned to be on campus. IEP meetings will be scheduled before or after school or during planning times on the assigned day the student is at school. Meetings will be held in person, via phone or virtually.

To the best of our ability, the school will work collaboratively with the family to ensure family members or those living in the same household, are assigned to the same cohort to allow for a consistent daily schedule between on-site and distance learning days.

Option 1a: 100% Virtual (for students opting to return to school in person)

Model Overview: Model will be implemented ONLY IF full-closure of campus as 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. Teachers will deliver instruction via Zoom through a combination of synchronous and asynchronous lesson delivery.

Students will complete work independently using school-provided tablets/chromebooks and assignments via Google Classroom and/or other school-identified Learning Management System and other online learning programs (Freckle, Renaissance, Lexia, MyON, Accelerated Reader) and/or identified Learning Management System as determined by the school. Attendance and progress will be monitored based on time logged into assigned programs, participation during synchronous lessons via Zoom and completion of assigned work.

Students who may benefit from in-person, one-on-one or small group instruction could be considered to come to the building for this support if deemed necessary and it is safe to do so.

Special Education teachers and related service providers will collaborate with general education teachers to schedule and provide required services to students. Rotated pull-out classes may also reduce the student-teacher ratios. Specials teachers will be included, to teach their respective content. These classes will be offered as a rotation to provide the necessary content and support to students for a well-rounded curriculum while also helping to reduce the student-teacher ratios.

Special Education evaluations will be scheduled on the day the student is assigned to be on campus. IEP meetings will be scheduled before or after school or during planning times on the assigned day the student is at school. Meetings will be held in person, via phone or virtually.

Based on individual circumstances and/or at the administrator's discretion, these models are available on a school-wide, grade level, or individual basis.

Option 2: IGWA Digital Academy (for students opting to learn remotely regardless of building model or plan)

Model Overview:

Families may choose to send their students to school via the IGWA Digital Academy, 100% online learning option. Students will attend school online 5 days a week. Teacher will deliver instruction via Zoom, Google Classroom and other online learning programs through a combination of synchronous and asynchronous lesson delivery. Families opting for the IGWA Digital Academy must commit to participating in this program by trimester.

Students will complete work independently using school-provided tablets/chromebooks and assignments via Google Classroom and/or other school-identified Learning Management System and other online learning programs (Freckle, Renaissance, Lexia, MyON, Accelerated Reader) and/or identified Learning Management System as determined by the school. Attendance and progress will be monitored based on time logged into assigned programs, participation during synchronous lessons via Zoom and completion of assigned work.

Students who may benefit from in-person, one-on-one or small group instruction could be considered to come to the building for this support if deemed necessary and it is safe to do so.

Special Education teachers and related service providers will collaborate with general education teachers to schedule and provide required services to students. Rotated pull-out classes may also reduce the student-teacher ratios. Specials teachers will be included, to teach their respective content. These classes will be offered as a rotation to provide the necessary content and support to students for a well-rounded curriculum while also helping to reduce the student-teacher ratios.

Special Education evaluations will be scheduled on the day the student is assigned to be on campus. IEP meetings will be scheduled before or after school or during planning times on the assigned day the student is at school. Meetings will be held in person, via phone or virtually.

Based on individual circumstances and/or at the administrator's discretion, these models are available on a school-wide, grade level, or individual basis.

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

As students return to school in the fall of 2020, it will be important to gauge where they are in terms of standards mastery as well as where students are in their acquisition and retention of knowledge from the 2019-2020 school year. Given the variability that will exist among students upon returning to school, it is imperative that individual instructional needs become much more personalized. The school will also focus on collaboration with family and community partners as a foundation for determining student instructional needs.

The school will continue to participate in all necessary diagnostic, formative and summative assessments to determine and document student instructional needs. The school also participates in STAR Renaissance (STAR Reading, STAR Early Literacy, and STAR Math) each trimester to monitor student academic progress and school-wide trends. In addition to quarterly benchmark assessments, the school more frequently assesses students within Tier II and Tier III of the MTSS process.

STAR Renaissance has adapted all programs including Accelerated Reading, Freckle Math and Freckle Reading to support **both on-site and remote administration and student use**. Within a remote setting, the school will continue to use STAR Renaissance (Star Reading, Star Math, Star Early Literacy) to support comprehensive benchmark and formative assessments for screening, monitoring student mastery of standards and individual student growth and progress toward personalized learning goals. The school also uses Renaissance progress monitoring reports, instructional planning reports and Individual student goal setting for all students. Accelerated Reader and Freckle Math and Reading provide adaptive and mastery level practice aligned to all Ohio standards. All Renaissance programs incorporate learning progressions aligned to Ohio's standards to show skills and standards students have mastered and which skills students are ready to learn next.

When students are on-site in the school building, teachers will continue to provide direct instruction to students, assessing students for instructional needs, and provide targeted interventions for students as needed. Students will be provided tablets and/or chrome books when they are working remotely. Students will be provided access to online learning platforms for remote learning including but not limited to the following: Lexia, Freckle, IXL, Moby Max Each week, staff will inform students about which online activities to complete in the provided platforms. Classroom teachers and other instructional staff will monitor completion for additional instructional needs. Teachers will provide other remote learning work for students to complete for reinforcement.

Student engagement can easily be compromised by the lack of face-to-face interaction. It is important to note that the affordances of technology and of online learning overlap in many ways with the needs of English learners and students with disabilities. Fortunately, there are several strategies that can help teachers keep all students engaged while learning remotely.

Documentation process of student completion of assignments will be tracked using Renaissance and analytics provided from our learning management system. In addition, teachers will monitor the completion of remote learning assignments for hybrid and 100% virtual. Evidence of participation may include: daily logins to the LMS system, interactions with the teachers and/or assignment progress or completion. Teachers will contact families

of those students not meeting the requirements of completion to find resolutions. If completion does not improve, the teacher will inform the administrative staff. The administrative will reach out to the family to attempt to increase participation.

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

Address the Following:

- Mastery of specific grade level standards/proficiency
- Assigning grades/credit
- Considerations of year-end promotion.

In-Person/Traditional Brick and Mortar: Competency is determined through in-class work and assessments. Granting credit for assessments and in-class work will be based on the school's current grading system. The school's current board approved promotion and retention policy will continue to guide decisions.

Hybrid Model: Competency is determined through in-person assessments. Granting credit for assessments and in-class work will be based on the school's current grading system. Granting credit for online practice (example: Freckle) will be a participation grade. Promotion will be based on completing **70%** of online work as well as being proficient in **3** or more subjects, according to the student's report card. The school's current board approved promotion and retention policy will continue to guide decisions. Individual decisions or promotion or retention can be made at administrators discretion based on student individual needs.

100% Virtual or IGWA Digital Academy

Competency is determined through live zoom discussions to deter parents/families from answering on behalf of students and to get a true understanding of what they understand. Granting credit for assessments will be based on the schools current grading system, assessments will be taken live. Granting credit for online practice (example: Freckle) will be a participation grade. Promotion will be based on completing **70%** of online work as well as being proficient in 3 or more subjects, according to the students report card. The school's current board approved promotion and retention policy will continue to guide decisions.

Note: In order to maintain a high-level of rigor and student participation and engagement, schools will expect 100% completion and participation regardless of the model implemented. However individual student circumstances will be reviewed and considered on an as-needed basis.

Additional considerations for determining competency and individual student growth includes the following:

- Establish regular check-ins (student conferencing) and opportunities for students to share work, collaborate, ask questions and set individual learning goals.
- Provide different modes and tools to provide ongoing, targeted and meaningful feedback.

- Support students' ability to self-asses their own growth within established learning activities. (e.g. use of exemplars, videos of demonstrations, self-assessment rubrics or peer evaluation)
- Adapt formative assessment methods, and the ways in which evidence of student learning is collected (e.g. this may include using digitally based strategies to formatively assess and gauge student progress).
- In the absence of online opportunities, using phone calls or emails to measure student's achievement and progress.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

The school will work to document evidence of student attendance and participation. Both components will be computed (weekly and/or daily).

Additional guidance is still pending as of 6/20/2020

IV. STUDENT PROGRESS MONITORING

The following is a brief description of the screening diagnostic, formative and summative assessments used to evaluate student knowledge and skills. The school will continue to participate in all necessary diagnostic, formative and summative assessments to determine and document student instructional needs. The school also participates in STAR Renaissance (STAR Reading, STAR Early Literacy, and STAR Math) each trimester to monitor student academic progress and school-wide trends. In addition to quarterly benchmark assessments, the school more frequently assesses students within Tier II and Tier III of the MTSS process.

STAR Renaissance has adapted all programs including Accelerated Reading, Freckle Math and Freckle Reading to support **both on-site and remote administration and student use**. Within a remote setting, the school will continue to use STAR Renaissance (Star Reading, Star Math, Star Early Literacy) to support comprehensive benchmark and formative assessments for screening, monitoring student mastery of standards and individual student growth and progress toward personalized learning goals. The school also uses Renaissance progress monitoring reports, instructional planning reports and Individual student goal setting for all students. Accelerated Reader and Freckle Math and Reading provide adaptive and mastery level practice aligned to all Ohio standards. All Renaissance programs incorporate learning progressions aligned to Ohio's standards to show skills and standards students have mastered and which skills students are ready to learn next.

Teachers will continue to utilize regular formative and summative assessments as part of the instructional cycle and/or as part of the Ohio Improvement Process through Teacher Based Teams (TBTs) and regular collaborative planning and targeted data discussions.

As presented above, the following considerations will support on-going student progress monitoring and individual growth within a remote setting.

- Establish regular check-ins (student conferencing) and opportunities for students to share work, collaborate, ask questions and set individual learning goals.
- Provide different modes and tools to provide ongoing, targeted and meaningful feedback.

- Support student’s ability to self-asses their own growth within established learning activities. (e.g. use of exemplars, videos of demonstrations, self-assessment rubrics or peer evaluation)
- Adapt formative assessment methods, and the ways in which evidence of student learning is collected (e.g. this may include using digitally based strategies to formatively assess and gauge student progress).
- In the absence of online opportunities, using phone calls or emails to measure student’s achievement and progress.

V. ASSURANCE OF EQUITABLE ACCESS

Within a remote learning environment, ensuring equitable access to students will require considerations and discussions focused on the following: student access of technology, home learning environment and setting, student learning and engagement, attendance, modality of communications and assessment of student growth and achievement:

The school will conduct regular and ongoing family surveys to gauge accessibility needs and family experiences in a remote setting. The school will analyze survey data to adjust remote learning plans as needed to ensure equitable access within the school community. The school will focus on the following areas to support equitable access within the school community.

1. Technology access (hardware and connectivity) Do they have access to the internet? Do they have access to a device or what alternatives exist for them to access a device? How familiar are students with the device and necessary support to ensure they are familiar with navigating its features?
2. Capacity of families to support students educational needs and provide a learning environment conducive to student growth and achievement in a remote setting.
3. Transportation, meals and child care concerns
4. Individual family health concerns and fears related to the COVID-19 pandemic
5. Student support teams and additional services may need to be developed to support non-engaged students and families.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

The school will provide teacher professional development in collaboration with ODE, sponsors and instructional leaders within the school building. Professional development will focus on the following:

- Remote learning (student relationships, assessments, using platforms/LMS to develop lessons, documentation)
- SEL/Trauma/Mental Health
- Parent Collaboration

- Implicit Bias training
- Teacher Self-Care
- Collaboration and individualized planning
- Content and strategy within a remote learning environment

This document defines remote learning as learning that occurs when the learner and educator, or source of information, are separated by time and distance and, therefore, cannot meet in a traditional classroom setting. We use remote learning as a broader term that can include distance learning, online learning, virtual instruction or remote training. This document intentionally does not use the term distance learning, which is often internet-based instruction.

Date of Board Approval: _____ 8/20/2020 _____

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