

School IRN	134197		
Sponsor Name	St Aloysius Orphanage	Sponsor IRN	083246
Board Adopted Date	7. 25. 20	Board President Signature	<i>Antoine R. Williams</i>

Describe the remote learning plan your school intends to implement for the 2020-2021 school year.

Note: If your school has a plan with multiple options (i.e. Option A, Option B, Option C) please explain each option in detail and include scenarios for when those options will be implemented. Remote learning resources are available on the Ohio Department of Education's website [here](#).

Green Inspiration Academy (GIA) has redesigned and is continuously establishing guidelines to ensure the safety of our students, staff and the entire school community. We have spent several months researching and working with our Governing Authority, the Ohio Department of Health, local authorities, the Ohio Department of Education, Charter School Specialist and our own GIA teams and task force. We have held countless meetings examining every possible scenario for the re-opening of GIA. We have shared our plans with our parents and the community. We will open our school on August 17th. Given the current level of COVID-19 spread in Cuyahoga County, GIA will operate fully online for the first nine weeks of schools. Thereafter, if safety recommendations permit, we will return to a remote model allows students to attend in building face-to-face school each week on Monday, Wednesday and Friday with remote learning on Tuesday and Thursday. We are proud to state that there is plenty of classroom space and room to safely distance our students.

Describe how student instructional needs will be determined and documented for the 2020-2021 school year. How does the school plan to assess students' knowledge, skill and competencies?

The Green Inspiration Academy (GIA) is determining its most important educational needs based upon each student's learning levels and skill sets when school opens in the fall. Our iReady assessments will begin within the first three weeks of school, so that we can quickly understand every student's learning gaps and instructional needs. Assessments will occur more often and in shorter time frames. We are in a unique position to teach to smaller class sizes and can group our students accordingly based upon knowledge, skill and competency. We have increased time allowed for RTI; Title and SPED instruction. This will enhance our focus time on individual student needs. In addition, GIA has a variety of formative assessment tools that provide check points. Many of which, are not graded but allow us to get a basic read on the progress of individual students, or the class as a whole. Some examples are: as follows:

1. **Quizzes:** Classroom quizzes help us gain a better sense of how students understand. We grade quizzes and assign low point values to make sure students really try. Students in remote classes are logged in to these tools, so formative assessments can be done very quickly. Teachers can see each student response and determine both individually and in aggregate how students are doing.

2. **Individual and Small Group Tutoring:** We also use a discussion-based assessment method. Remote Learning allows us to schedule “tutorial” time and separate discussions with students to help them with work and gain a sense of what they know. On a case by case basis, teachers will meet with students one-on-one in the school building to assist students who are struggling with remote learning.

3. **Short Homework Papers:**

Students answer a brief question in writing. Typical questions posed by teachers center around:

Main point; Most surprising concept; What did you learn from this topics ect...

4. **Creative Projects:**

Students will create a short projects to demonstrate comprehension. Examples of Teachers assigned projects are:

- Creating a poster or collage illustrating the subject matter;
- Recording a rehearsed skit or podcast discussing the topics covered;
- Building a diorama about the subject and create a narrative behind it;
- Keynote presentations made by students on the topic

Describe the method to be used for determining competency, granting credit, and promoting students to a higher grade level.

Giving students a chance to correct and learn from mistakes helps them retain information and grow. Students will be graded on the completion of testing and quizzes and projects including homework assignments. They will not be excused from any assignments. Teachers are expected to update grades semi- quarterly to assess student progress. Allowing extended communication between parents and teachers will determine what's expected of both parties. Regarding failures or lack of student engagement, teachers will be required to give clear, concise feedback to students and parents, so they have an understanding of what's expected on and off-campus.

Our diagnostic data will allow our teachers to gauge student needs, inform instruction, and make critical decisions for this school year and for promotion to the next grade level. Our plan to determine competency and grant credit and relies on the following actions:

1. Weekly TBT meeting so that staff can discuss ways to support struggling students.
2. Granting course credit based upon the students understanding of the skills necessary to access grade-level content.
3. Allowing students to redo assignments on which they did not previously receive a “meets or Exceeds.”
4. Allowing the teacher to determine three specific activities a student can do to replace evidence of low/no learning on standards covered.
5. Utilize ongoing, formative assessments and feedback to evaluate student progress and promote students to the next grade level.

The approval process for assigning grades and promoting students as follows: Promotion of students will be determined by teacher judgement that the student has met applicable state standards in Language Arts and Mathematics as indicated by a final grade of D or above.

- Should a teacher determine a student has not met appropriate levels of mastery of state standards for promotion, the teacher, principal and superintendent will evaluate available progress monitoring assessments to support the teacher recommendation. Should the student show appropriate levels of mastery through available progress monitoring tools, the student will be promoted.

Prior to assigning failing grades, Students with failing/missing work will be provided alternative assignments to achieve a passing grade in the course as follows:

1. Students have until the following Thursday of each week turn in missing assignments and/or to complete alternative activities assigned by the teacher.
2. Teachers will work with and provide reasonable alternatives for students who might not have the necessary materials (to include internet) to complete missing assignments.

Describe your school's attendance policy for the 2020-2021 remote learning plan.

Per ODE guidelines, GIA will continue to *report* attendance in hour increments. Attendance will be taken in Progress book at the end of each week. Students will be excused when the parent submits an excuse in writing for medical reasons or other enumerated reasons. During remote learning days, attendance will be assessed by the completion of coursework assigned. Teachers will determine the number of hours they expect an assignment to take for a typical student and use that to gauge each student's attendance. Any student who does not log in to the remote classroom and does not complete the minimum of off-campus assignment hours will get an absence for that day (unless absence is regarding medical reasons and a parent or guardian has reached out.) If a student cannot log onto a virtual class because their internet was down, this would be an excused absence. The school maintains the 72 hour withdrawal rule.

What learning opportunities will be available to students? How will the school document participation in learning opportunities? For additional support, consider reviewing the TEALS Program guide [here](#).

Students will be provided multiple learning opportunities through independent, audio visual and tactile learning. Teaching staff will provide their weekly classroom lesson plan and maintain a checklist of student participation hours each day at school and based upon the completion of remote assignments. Last year, GIA created a student STAR REWARDS system for remote learning participation. Students received points which entitled them to extra credit; prizes and awards. Parents whose students held top participation points received grocery cards. STAR REWARDS could be earned in a variety of ways to ensure learning equity. This served not only as documentation of participation, but it also incentivized students to participate outside of school. We will repeat this process again in FY 20-21.

A. Specific Learning Opportunities On Campus: (Monday, Wednesday and Friday):

1. Increased Focus on Remedial ELA:

Grades K-3: Sight word recognition, phonemic awareness, decoding strategies; learning to underline/highlight answers in the text for comprehension for grades; Implementation of the Hagerty for Phonemic Awareness; Phonics Fundamentals.

K-3. Grades 4-8 will increase reading comprehension; increased reading and annotation of literature; vocabulary; grammar and writing skills.

All student will have multiple learning opportunities (tactile, visual, audio,

The school will maintain its literacy block of 60 minutes where the entire student population will work on basic reading basic skills and comprehension. All students will

do drills in school and at home for vocabulary at the students personal mastery level.

Learning Activities include:

- Writing feature articles for the school newspaper
- Writing short stories
- Writing to state representatives about local issues
- Using digital resources such as electronic libraries, desktop publishing, word games, and word processing
- Studying the habits of good speakers

Participating in debates

2. Increased Focus on Remedial Math Skills:

The School will maintain its math block of 60 minutes. There will be increased learning opportunities to master remedial and basic math skills in all grades. All students will drill using flashcards and worksheets for basic addition; subtraction, multiplication and division at the student's personal mastery level. Additional learning opportunities will include:

- playing math games Searching for patterns in the classroom, school, outdoors, and home.
- Conducting experiments to demonstrate science concepts.
- Using math and science software which reinforces math skills and logic Using science tool kits for science programs.
- Designing alphabetic and numeric codes.
- Making up analogies.

3. **Extra Curricular-** Students will maintain a daily block of art and physical activity during school, with more frequent breaks for outdoor recess, fresh air and oxygen.

4. **Technology-** Our Students will all have access to a chrome book or similar digital device. An additional amount of time will be spent on technology and teaching students how to use their devices for remote operation as follows: 1) teaching student how to login to systems that are a part of the course; 2) how to contact the instructor and get logistical and technical help with the course; 2) how to turn in assignments and take assessments and expectations for participation when at home; 3) how to setup, test, and troubleshoot hardware in the audio/video enabled meeting space.

5. **Social-Emotional Learning and SPED:** There will be a dedicated block of time in all classrooms for activities and discussions that address the social emotional needs; living situations and medical concerns for each child. In addition, GIA seeks to hire a social worker and medical professional to assist us in a wholesome collaboration of what learning style best fits our students during COVID-19.

Early identification of disability (ADD, ED, SLP, OD and ODD) will be assessed through "pre-screening" services beginning in kindergarten and will start in September 2020. This will provide earlier detection of learning weaknesses to determine eligibility for remedial and special education services. Services will resume at the start for Speech, OT and psychiatric service. We will schedule our first Diagnostic at the very beginning of the year in a short window. This will support educators by putting data into action quickly. Minimize the risk that

students will need to continue testing at home in the event that schools open onsite and must close again shortly thereafter.

B. Specific Learning Opportunities Off Campus:(Tuesday and Thursday):

Students will be assigned homework and projects on Tuesdays and Thursdays that are designed to be worked on for three hours per day. This coincides with the hours needed pursuant to our school calendar and instructional hours needed per state guidelines. These assignments may be in the form of learning packets and/or via online instruction through Zoom or Google Hangouts and other software programs chosen by the school's TBT teams. Students in grades K- 8 will receive laptops and digital devices. Families surveyed at GIA show that 70% of student homes had internet access. However, all students will have consumable workbooks; written assignments and off-line programs downloaded on their computers for remote work regardless of internet connectivity.

B. Specific Learning Opportunities- Full Online Learning:

Each teacher assigns student schedules and zoom meeting hours for reading and math.

Grades K-5- 2 hours of online instruction via Zoom Monday- Friday; two hours of independent work and one hour of Title/ RTI/ SPED/Tutor hours in the afternoon.

Grades 6-8 -3 hours of online instruction on Monday- Friday; at least one hour of independent work and one hour of Title/ RTI/ SPED/Tutor hours in the afternoon.

All Grades- Independent classroom work is assigned in Google Classroom to track participation and completion of assignments.

To provide and appropriate hybrid model for all learners: students have been assigned “curriculum bags” with hand-on materials as follows: 1)5 “leveled- reading” books and a *book report template* (pre-formed question regarding the book read); 2) the Student’s consumable unit work book for Math and the Unit workbook for Reading -with assigned pages for each day- up to 10 days 3) one fun math project or math journal; 4) one science project or science journal. The curriculum bag has a cover page Agenda so that parents can read and follow the daily instructions. Student schedule and teacher office hours are clearly communicated to parents via ClassDojo and by phone call and email communication.

Provide a statement describing how student progress will be monitored.

The goal and expectations of students have not changed. Teachers have worked diligently to create coursework in school and remotely that teaches learning goals in a clear way and allows for student progression and mastery of course work. We will monitor student progress by:

- Constant Assessment and charted data to show goals and mastery.
- Via dialogue with students and/or family, the use of technological options (photos/videos of the student performing the task), sharing of completed materials via electronic means (scanning and emailing documents or sending pictures of documents).

- Communicating with parents to ensure what each individual student needs.
- Allowing for multiple learning options and flexibility to meet those needs.
- Allowing staff to spend the first month piloting approaches.
- It is expected that progress on the IEP will be updated per normal guidelines.

Describe how equitable access to quality instruction will be ensured. More information regarding equitable access and local equitable access planning [here](#).

The quality of remote instruction depends on whether students are able to connect and interact with teachers online. But poverty is a major driver of who gets high-quality online instruction and who does not. GIA will continue to survey and provide data on student access to the internet and computers at home. We will continue to seek funding for internet access and provide computers for each student so that they may have online access to their teacher. If there are students who fall behind in the remote schedule -the school will offer summer school; Saturday school and after-school tutoring. At present, all teachers are highly qualified or actively engaged in LPDC to ensure HQT. Teacher evaluations and progress monitoring ensure that no one grade level has less effective teacher than another.

STUDENTS WITH DISABILITIES: We have hired a third Intervention Specialists to individualize instruction and begin to make up for the “loss of learning” for students with disabilities. SPED services online conducted via a virtual classroom Monday-Friday. Intervention Specialist also schedule individual appointments with students via phone or over a recorded Zoom discussion. Students with disabilities who have difficulty learning online will be instructed in the building on a “as needed” basis.

Provide a description of the professional development activities that will be offered to teachers.

Teachers will have access to all virtual and in-person professional development sessions offered by Charter School Specialists for the 2020-2021 school year. Additionally, our Professional Development will address COVID-19 safety procedures; social and emotional learning PD; PD on remote learning and online classrooms schedules and hours; PD on Google classroom; Formative Assessments; progress monitoring; Haggerty phonemic awareness; Progress book (attendance and grading).