HORIZON SCIENCE ACADEMY CINCINNATI

(**IRN** 000804)

REMOTE LEARNING PLAN

2020-21 SCHOOL YEAR

HORIZON SCIENCE ACADEMY CINCINNATI proposes to use full virtual learning for the first nine weeks of school beginning August 24, 2020 through October 16, 2020. This decision has been deemed necessary due to communicable disease outbreaks, health department and/or Governor's orders, and administrative decisions based on safety and health interests of our students, staff, and community. This plan will be reviewed regularly and may change as the school year continues.

While students are learning remotely, Horizon Science Academy Cincinnati will utilize digital tools to deliver standards aligned instruction via synchronous meetings and through asynchronous opportunities and tasks. Details of these plans are included in the sections that follow.

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

- All students will take the NWEA MAP assessment to assist in identifying students' current academic needs and gaps.

  - The NWEA MAP assessment will be administered three times a year (Fall, Winter, and Spring) in the areas of Math, Reading, and Science.

  - Individual appointments will be made to complete the assessment virtually.

  - Students may also be given the option to take the assessment from home at a designated time.

- MAP assessments and classroom/teacher assessments along with the students' prior academic records will be used to guide instruction, create RIMPs and determine appropriate additional services in Tier 2 and Tier 3 Reading and Math support and EL programs.

- Students will also receive individualized learning paths in Study Island based on academic knowledge demonstrated within each supplemental program.

  Teachers will review the data collected to determine students' academic levels, goals for being "on track" and make appropriate plans based on the students' needs to help them meet the established goals.

All diagnostic reports associated with instructional materials noted in "Section Four" of this document will be collected and digitally stored to create a "student academic" folder. This folder will serve as the basis for teacher, support personnel and parent communication and planning regarding each individual's learning plan.

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

● Competency and promotion will be determined based on the students' academic progress.

● Student participation, classroom assessments, instructional tasks, and vendor assessments will be used to determine student's understanding and acquisition of material.

● Assessments will be given on campus or online through Seesaw or Google Classroom

● Students will also be working with Reading and Math support teachers face-to-face on campus or remotely via Google Classroom as appropriate.

● Student work and assessments will be collected physically and/or digitally for evaluation on an A-F letter grade scale. (Grades 3-8)

● A+ 98-100	● A 93-97	● A- 90-92
● B+ 87-89	● B 83-86	● B- 80-82
● C+ 77-79	● C 73-76	● C- 70-72
● D+ 67-69	● D 64-66	● D- 60-62 ● F below 60

● The data collected from teachers and Reading, Math support staff will be used to determine students' acquisition and understanding of material.

Credit for grade completion is determined by passing grades.

● Students will be promoted according to our board approved policy which states that students must have passing grades (D or higher) in 3 of the 4 core classes in order to be promoted to the next grade level.

● Student competency will be determined by standards based assessments provided by the classroom teacher. In grades K-5, students will earn scores as follows: 4-Advanced (student is working above the grade level standard), 3-Proficient (student is meeting the required level of performance of the standard), 2-Basic (student is working towards

6-8, students will earn scores of A-F on the report card which will be determined by standards-based assessments and participation. Credit for classes will be earned by board approved policies. They will be required to complete lessons on Edgenuity. In grades K-5, students will be promoted based on their mastery of standards-based assessments. Progress will be monitored throughout the year and appropriate steps in the RTI process will be taken to provide the student the best education for successful completion of grade level. Classroom teachers and admin team will come together towards the end of the year to determine if the student will pass based on factors such as performance on standards-based assessments, progress meeting goals in RTI, attendance, etc.

● Students will be promoted in grades 6-8th based on our approved board policy required for promotion.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

For the first nine weeks, all students will be required to log in for virtual learning.

● All students will be expected to follow the school daily schedule

● Attendance will be taken daily based on the following:

  ● Students signed on and in attendance via Google Meets/Zoom/See Saw/ Edgenuity.

  ● Students arriving late to campus or are late logging into remote instruction via Google Meets/See Saw/Zoom will be marked as tardy.

  ● Students who depart from campus early or log off from remote instruction early will be marked as early release and the time missed will accumulate as absences.

● In addition, attendance will be tracked via the completion of tasks and assignments through See Saw, Edgenuity and Google Classroom.

● Go Guardian will be used to track sites and students' logging in, as well as track students for attendance purposes.

● Parents will be notified through Go Guardian, Teachers and Administration when students are not logged in.

A school day will be defined as an average of 6 hours per day of participation, reconciled weekly on Monday for the prior week. School personnel will follow Board-adopted truancy policies

when a student fails to participate or attend online/hybrid sessions. The 72 hour rule will be followed for both in person and online instruction. "72 hour rule" set forth in Ohio Revised Code §3314.03(A)(6)(b) "for automatically withdrawing a student from the school if the student without

a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student." Per ODE guidance, attendance will be submitted to ODE in hourly increments.

Teachers will contact parents if students are not completing remote or online work. After at least 3 attempts of the teacher to contact the parent and student, the teacher will refer the student to the administrator to contact the parent and discuss the issues and/or retention of the student.

IV.   STUDENT PROGRESS MONITORING

●   Students will be progress monitored on a weekly basis and in some cases on a daily basis through

   ○   Individual and small group meetings via Google Meets/See Saw will be used

   ○   Teachers will use data collected from homework, class work, weekly assessments, and anecdotal notes to determine student needs on a daily or weekly basis.

   ○   Classroom teachers, Reading and Math Support teachers, Special Education teachers, and EL teachers will all be involved in student progress monitoring.

●   NWEA MAP data will be imported into Study Island to create a learning path for each student based on their scores in Reading, Math and Science.

   ○   Benchmarking will be used to monitor students' growth as they progress through the learning path.

●   Ongoing quarterly meetings conducted with the teacher and Assistant Principals.

   ○   As needed, parents will be invited to the meetings whether virtual or in person to provide parent input on the learning path.

   ○   Information will also be disseminated in parent conferences.

●   STAR (Reading and Math), Edgenuity(Pathblazer), Prodigy (Math), StemScopes learning resources will be integrated into weekly lesson plans. All resources address students' individual skill gaps, helping them reach mastery and improve their overall achievement through differentiated assignments that automatically align to their personal

V.   ASSURANCE OF EQUITABLE ACCESS

During the summer break we reached out to families via an online survey and zoom meetings to assess their needs. Prior to the beginning of the school year, staff will reach out to families again via phone, email, and/or message to address their needs for the school year which may include, but not limited to transportation, internet access, etc. Throughout the year, staff, including our school social service workers, will continue to reach out to families to address needs and provide the tools to obtain them. Training on online platforms will be provided for families prior to the start of school.

●   All students will have equitable access to an education whether learning on campus or remotely.

●   Each student will be provided with a Chromebook for instructional use on campus or for remote learning.

●   Students with limited or no access to the internet will be loaned a hotspot with unlimited data to be used for remote learning at home. Both hotspots and Chromebooks will be lent to students at no cost to the family.

●   All lessons will be recorded and made available to students

●   Students will receive 100% of their instruction remotely through lessons live streamed and/or recorded by their teacher.

●   Special Education and EL services will be provided both remotely and on campus depending on the student's elected learning model and students' academic support needs for RTI, Tier 2, and Tier 3 services. All services will be based on students' academic, social and behavioral goals and documented in accordance with services and goals.

●   Teachers/ Staff will communicate with students and families learning remotely on a weekly basis to determine if there are social and emotional, academic, or technology support needs to be sure students learning from home have access to all needed services.

●   Parents and students will also be provided information on how to reach out to staff if they have a need prior to a teacher contacting them.

VI.   DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

Professional Development activities that will be offered to teachers at the beginning of the year and throughout on a needed basis are listed below:

1. How to connect with school families and communities during remote learning
2. Effective teaching in an online classroom
    1. Introduction to Seesaw (K-2)
    2. Introduction to Google Classroom (3-8)
3. Using our online academic programs
    1. GoMath
    2. Edgenuity
    3. STEMScopes
    4. Study Island
    5. Gizmos
    6. Studies Weekly
    7. Journeys
4. How to utilize our diagnostic assessments
    1. STAR (Reading, Early Literacy and Math K-8)
    2. NWEA (Reading, Math, Science 3-8)
5. Creating an equitable learning environment
6. PBIS procedures and expectations in a remote classroom model
    1. ClassDojo (K-8)
7. Social and Emotional Learning and Health for Students
8. Operations of the building under this "new normal" (safety measures and health guidelines including proper cleaning)
9. COVID 19 awareness, mental health issues, and impact on staff and students.
10. RTI (Response to Intervention)

Links to training, videos, and staff contacts for these topics will be provided. Professional development from vendors and department heads is being provided to familiarize staff with the programs and supports available. Professional development regarding teacher expectations and support is also required.

Date of Board Approval: __8/4/2020_____

Authorizing Signature for the Board: _____

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