

DISTRICT NAME	Horizon Science Academy- Cleveland- High(Concept Schools)
SCHOOL YEAR	2020/2021
IRN	133629
COUNTY	Cuyahoga
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SIGNATURE/DATE	8-20-2020

REMOTE LEARNING PLAN

In response to the disruptive nature of COVID-19, Ohio's Legislators and Governor Dewine enacted HB164 in June, 2020. Part of HB164 reads: "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 July 31, 2020, the qualifying public school shall submit the adopted plan to the Department of Education." Community Schools are asked to also forward their plan to their sponsor. This template has been created by the ESCLEW to help guide your work in the following requisite areas.



Check all the boxes that apply.

I am submitting my district's Remote Learning Plan.

I am providing an amended version of my district's Remote Learning Plan.

Governing Board Approval

Date of Approval	8-20-2020
Name of Authorizing Board Member	Donald Malloy
Authorizing Member Signature	<i>Donald Malloy</i>

GENERAL OVERVIEW

SUMMARIZE THE OVERALL INSTRUCTIONAL MODEL TO BE USED

Horizon Science Academy Cleveland High School proposes to use remote, off-campus learning in keeping with its adopted education plan during the first nine weeks of the 2020-2021 school year with an option of extension if deemed necessary by the local health department and officials. HSA will deliver instruction through asynchronous and synchronous learning opportunities, utilizing a learning management system and a variety of tools designed to actively engage students in distance learning. Students determined to be inactive and/or struggling learners, as well as students requiring specific supports for learning, may be asked to attend individual online sessions. Every student will be assigned a school-owned Chromebook or laptop. The school's Student Information System will be utilized for recording attendance, grades, tutoring, parent communication, and weekly team meetings. Teachers, students, and parents all have access to this information.

EXPLAIN THE USE OF SYNCHRONOUS AND ASYNCHRONOUS REMOTE LEARNING.

Teachers will provide students with synchronous and asynchronous instruction and assignments. Teachers will conduct live lectures a minimum of once a week. In addition to live lectures teachers will provide students with supplemental materials to support standards mastery on the days when live lectures are not given. Teachers have three set days of office hours to provide struggling students with tutoring. Students will have daily assignments or larger assignments will be broken down requiring daily submission of smaller sections of the assignment.

ADDITIONAL COMMENTS OR NOTES

SECTION ONE

A. HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED

- Diagnostic pre-assessments provided by the Ohio Department of Education will be used at the start of the year in core classes to assess retention of learning and establish what students have learned in previous learning opportunities. The data from these assessments will allow teachers to determine the length and depth of lessons based on student prior knowledge. Ongoing formative and summative assessments will be created by staff based on state standards or curated from ODE resources.
- Standards-based assessments provided by the Ohio Department of Education will be used in each course as applicable.
- Grade level teams, in coordination with the Assistant Principal of Academics and the special education department, will analyze data during weekly meetings and develop strategies based on data collected.
- Students who receive Special Education services will continue attending virtual co-taught English and Math courses and Intervention Specialists will follow up with the Assistant Principal of Academics there are concerns about student progress or behaviors.

B. HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DOCUMENTED

- Instructional needs will be documented in the online Student Information System (SIS), in meeting minutes taken during weekly grade level meetings, and in email communication with parents. Communication logs will be accessible for teachers, administrators, and parents via SIS. The system has a log book section that allows teachers and administrators to document behavior, academic concerns, and communication with other staff members and parents. Parents have access to these notes in their account.

ADDITIONAL COMMENTS OR NOTES

SECTION TWO

A. THE METHOD TO BE USED FOR DETERMINING COMPETENCY

- Teachers will provide direct instruction based on Ohio’s Learning Standards via Zoom and Google Classroom. Lessons will be created with the current curriculum created by Concept Schools, grade level textbooks, and novels in English classes.
- Assignments will be given daily to check for understanding of the material.
- Teachers will create formative and summative assessments. Assessments will be proctored via the Google Suite, Edulastic, Commonlit, or Khan Academy.

B. THE METHOD TO BE USED FOR GRANTING CREDIT

- The resulting assessment will be assigned a percentage grade which will fall into letter rating categories outlined in our student handbook.
- Students earning an overall grade of 60% or higher will earn a credit in the course. Those not meeting the standard will be required to repeat the course based on graduation requirements. Final course grades in all courses will be compiled into a cumulative grade point average.

GRADE	PERCENTAGE	REGULAR	AP/IB/CC+ Weighted
		Unweighted	5.0 SCALE
A+	98 - 100	4.00	5.00
A	93 - 97	4.00	5.00
A-	90 - 92	3.67	4.67
B+	87 - 89	3.33	4.33
B	83 - 86	3.00	4.00
B-	80 - 82	2.67	3.67
C+	77 - 79	2.33	3.33
C	73 - 76	2.00	3.00
C-	70 - 72	1.67	2.67
D+	67 - 69	1.33	2.33
D	64 - 66	1.00	2.00
D-	60 - 63	1.00	2.00
F	0 - 59	0.00	0.00

C. THE METHOD TO BE USED FOR PROMOTING STUDENTS TO A HIGHER GRADE LEVEL

- Teachers, Assistant Principals, and Principal will consider the following factors in arriving at decisions on promotion:
 - The student’s level of academic aptitude and achievement;
 - The student’s attendance patterns and its effect on the student’s progress; and
 - Any other factors thought to be appropriate by the School Director, teacher(s), and professional staff.
- Ninth Grade Promotion: To be promoted from ninth to tenth grade, students must earn a total of minimum four (4) credits including at least two (2) core subject credits.
- Tenth Grade Promotion: To be promoted from tenth to eleventh grade, students must earn a total of minimum ten (10) credits including at least six (6) core subject credits.
- Eleventh Grade Promotion: To be promoted from eleventh to twelfth grade, students must earn a total of minimum fourteen (14) credits including at least ten (10) core subject credits.

ADDITIONAL COMMENTS OR NOTES

SECTION THREE

A. THE SCHOOL’S ATTENDANCE REQUIREMENTS

- Daily attendance will be taken through the Student Information System (SIS). The administrative assistant who is responsible for attendance will pull a daily report of students logging into the online database and teacher records
- Period attendance will be taken by teachers in SIS. This includes attendance in lectures, office hours, and assignment completion.
 - Students who log in late or submit assignments late on days that do not have office hours or live lectures will be marked tardy.
 - Students who leave lectures early will be marked as “Early Dismissal”.
 - Students who do not attend lectures, office hours, or submit assignments will be marked absent for the class period.

B. HOW THE SCHOOL WILL DOCUMENT PARTICIPATION IN LEARNING

- Teachers will document daily attendance based on lectures, office hours, and/or assignment completion. This will be documented in the SIS attendance book and/or gradebook.
- The administrative assistant will record the official attendance daily and will call parents of students who are “absent” for the day.

ADDITIONAL COMMENTS OR NOTES

SECTION FOUR

A. HOW STUDENT PROGRESS WILL BE MONITORED

- Teachers will monitor student progress through daily assignments, live lectures, and virtual office hours that will allow for more individualized assistance.
- Student progress will be monitored, documented, and discussed at weekly grade level meetings. Teachers, grade chairs, and administrators will contact parents when academic, behavior, and social-emotional concerns are seen.
- Assessments, based on Ohio Learning Standards, will be administered in courses, and this data will be used to further monitor progress of standards mastery.
- Staff members will provide and document feedback to students and parents at intervals determined by the leadership team. Student success/progress and concerns related to both academics and social-emotional well-being are a critical aspect of progress monitoring and will be shared with teacher teams, students, parents, and administrators.

ADDITIONAL COMMENTS OR NOTES

SECTION FIVE

a. HOW EQUITABLE ACCESS TO QUALITY INSTRUCTION WILL BE ENSURED

- Equitable access to quality instruction is dependent on access to a sufficient device and access to high-speed internet that can handle the demands of remote learning.
- In preparation for the year, teachers and administrators will attempt to reach every parent via phone or email. Throughout the year, teachers and administrators will continue communicating with parents in regards to grades, participation, and any behavioral concerns. Teacher based teams will collaborate weekly to identify any concerns about students.
- Every student will have the option to borrow a Chromebook from the school. Technology check-out will begin two weeks prior to the start of the school year.
- Special Education Services will be provided digitally and during co-taught courses (Math and English). All service minutes will be documented and available for review by the appropriate stakeholders to ensure continuity and equity of services. All students who receive special education services are either in self-contained math and/or English classes or are in the general education classes with the teacher and an intervention specialist. The intervention specialist and the general education teacher share the responsibility of planning, presenting, differentiating, grading and assisting all students with lessons.
- Counseling services are provided through the A.B.L.E. program, students can continue receiving services via phone calls, emails, virtual meetings, etc. Social/emotional needs will also be addressed during grade level meetings. If teachers have concerns the team will work together with the parents and student to support the family.
- The college guidance counselor will schedule meetings with seniors within the first few weeks of school to help prepare them for applying to college, taking exams, and applying for scholarships. All seniors are enrolled in College and Career Composition during the first semester. This course is designed to inform students about the requirements for entering the workforce, enlisting in the military, and applying for college. This course also teaches students how to write a resume, college essay, apply for FAFSA, etc.

ADDITIONAL COMMENTS OR NOTES

SECTION SIX

A. THE PROFESSIONAL DEVELOPMENT ACTIVITIES THAT WILL BE OFFERED TO TEACHERS

- It is the intent to provide professional development to the staff in an effort to continue their professional growth as well as address current needs.
 - Effective technology training- how to use products, learn about updates, and work together as departments to meet standards through online resources
 - Google Educator Certification- Level 1 Training
 - Social-Emotional Learning in a remote learning environment

- Updates to school policies/procedures
- Yearly compliance training

ADDITIONAL COMMENTS OR NOTES