



HORIZON SCIENCE ACADEMY CLEVELAND MIDDLE SCHOOL

IRN 000858

## **REMOTE LEARNING PLAN**

2020-21 SCHOOL YEAR

HORIZON SCIENCE ACADEMY CLEVELAND MIDDLE SCHOOL proposes to use direct, on-campus learning in keeping with its adopted education plan where possible during the 2020-2021 school year. However, HORIZON SCIENCE ACADEMY CLEVELAND MIDDLE SCHOOL intends to implement a virtual academy for students for the first nine weeks of the school year with the possibility of extension. Upon physically reopening, HORIZON SCIENCE ACADEMY CLEVELAND MIDDLE SCHOOL 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 orders, Governor's orders, or administrative decisions based on safety and health interests of our students, staff, and community.

In accordance with Ohio's COVID-19 alert system, Phase A will be in attendance 100% of the time at school with students having the option of doing 100% remote learning for those families concerned with the risk of physically being in the building.

Phase B will have students engage in a hybrid learning model with attendance 2 days a week in school and 2 days remote learning, or 100% remote learning.

And Phase C is all students are 100% remote learning. HSACMS will be opening school under Phase C for the first nine weeks.

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

All students will take NWEA MAP assessments to assist in identifying students' current academic needs and gaps. NWEA MAP will be administered three times a year in the Fall, Winter, and Spring in the areas of Math, Reading and Science. For the Fall segment of the assessment, individual appointments with students will be made to complete the assessments. Students may also participate in the assessment from home during a designated time period. The Winter and Spring assessments may also be conducted in the same manner depending on continued closure for health reasons.



NWEA MAP assessments, classroom/teacher assessments and the students prior academic records will be used to guide instruction, create RIMPs and individual learning paths through Study Island, Edulastic, and additional online programs as well as determining appropriate additional services in Tier 2 and Tier 3 Reading and Math support, as well as SPED and EL programs.

Teachers will examine the data to determine where the students are, where they need to be and make appropriate plans based on the students' needs to get them to the goals.

## 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. Classroom assessments, as well as vendor district assessments, will be used to determine students' understanding and acquisition of material.

Assessments will be given in person or online through Seesaw or Google Classroom during online learning. Students, as appropriate, will also be working with Reading and Math support teachers either in person or via zoom/ Google meets during online learning and this data will also be used to determine students' acquisition and understanding of material.

Our promotion policy states that students must have passing grades (D or higher) in all core classes in order to be promoted to the next grade level. In addition, 3rd grade students must have reached the promotion score on the state test or state approved alternative test in order to be promoted.

## III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

All students will be expected to follow the school daily schedule whether at home or in school learning. Attendance will be taken by 1.) Physical attendance and/or 2.) Students who are signed on and in attendance via Zoom / Google Classroom. Students arriving late will be marked as tardy in either in person or remote learning. Those students who sign out early will be marked as early release and the time missed will go towards absence.

In addition, when students are remote learning, attendance will be tracked via the completion of tasks and assignments through SeeSaw and Google Classroom. Our school also uses a teacher program, Go Guardian, to track sites and students' logging in, which will also be used to track students for attendance purposes. Online/hybrid



learning students will be considered present for a school day based on the combination of online hours logged, offline assignments completed, and participation in direct or synchronous learning sessions. Students will be required to make up the time if they are absent or fail to attend office hours/synchronous learning. School personnel will follow Board-adopted truancy policies when a student fails to participate or attend online/hybrid sessions.

Teachers will contact parents if students are not completing remote or online work. After at least three documented attempts of the teacher to contact the parent and student, the teacher will refer the student to administration to contact the parent and discuss the attendance/participation issues and/or retention of the student. Administration may also conduct a home visit for students that are failing to participate in online learning.

Students who show signs of illness or a fever are required to stay home. Students displaying illness or fever while physically at the school will be sent to the nurse and the family will immediately be contacted to pick up their child. Students who would have physically been at school but are staying home due to illness, may participate in class assignments and discussion via Zoom/Google Meets and be marked as present if appropriate.

#### IV. STUDENT PROGRESS MONITORING

Students progress will be monitored on an ongoing weekly and daily basis. Progress monitoring will be conducted both in person and online through individual and small group meetings via Zoom/Google Meets depending on school and student circumstances. Teachers will use data collected in homework, class work, and weekly assessments to determine student needs on a daily or weekly basis. Classroom teachers, math and reading 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 / Edulastic 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 are conducted with the teacher and Assistant Principal to monitor student progress and adjust the student's learning path as circumstances warrant. As needed, parents will be invited to the meetings whether virtual or in



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person to provide parent input on the learning path. Information will also be communicated during parent conferences.

## V. ASSURANCE OF EQUITABLE ACCESS

All students will have equal access to education. Each student will be given a chromebook to be used for online learning and in school learning. Students who do not have access to the internet or low band width will have an opportunity to sign up for a hotspot with unlimited data to be used for remote learning at home. Both hotspots and chromebooks are given at no cost to the student.

All lessons will be pre-recorded and made available to all students to reference through Google Classroom and Seesaw. Students will participate in synchronous virtual sessions with their teacher during daily office hours. Students will utilize the support from their teacher during these sessions to build on the content from the recorded lessons. Students will also use this time to ask questions and receive feedback on assignments and assessments. Through our progress monitoring process and regular communication with families, grade level teams will determine if additional supports will be needed and provided for students at a Tier 2 and 3 level.

Extended services including Special Education, RTI, counselling, 504, and evaluations will be provided online via Zoom and Google Meet and in person depending on the reopening phase. All services will be based on students academic, social and behavioral goals and are documented in accordance with services and goals.

All students will have the opportunities to participate in SEL and special activities. These activities will occur in person for those students in school and available via zoom or google meets for those students remote learning.

Teachers/Staff will check in with students and families that are 100% online learning on a weekly basis to determine if there are any needs whether it's social and emotional, academic or technology support. Through our weekly communication, we will ensure that families have equitable access to our learning programs, extended services, and SEL activities. HSACMS will provide information to families on how and who to contact at the school for specific needs. HSACMS will communicate processes, information, school updates, to students and parents in an efficient and clear manner to garner success in our education programs. This communication will occur through our social media platforms, School Reach, and email.



VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

Professional Development will be provided for all teachers during a ten day time period leading up to the beginning of the school year and six full days during the academic year. Professional Development will include the use of online resources and programs, curriculum and health and safety. Professional Development will be a combination of in house training and vendor training and using a combination of virtual and in person training.

1. Use of the LMS - Teachers are currently working on certification in Google Classroom and Seesaw from our in-network trainers as well as the companies that provide the service.
2. Health and Safety- mask/shield wear/removal/care, COVID-19 Symptoms, MSDS Sheets, Heimlich maneuver, AED, COVID-19 Cleaning, COVID-19 Managing Stress and Anxiety
3. Procedures- Attendance for students and staff, reporting illnesses, classroom management (PBIS), online learning procedures (LMS, attendance tracking, grade submission, building procedures (lunch, recess, enter/exit building, hallways, etc.)
4. Curriculum- Study Island, NWEA MAP, Zoom/Google Meets, Go Guardian, Stemscoptes, My Math, Go Math, Edulastic, Think Central, Readworks, Brain Pop, Studies Weekly, Raz Kids, Reading A to Z
5. Policies- Instruction and Grading, Attendance, Home Visits, policies updated in response to COVID-19)

Date of Board Approval : 8-20-2020

*Donald Malloy*

Authorizing Signature for the Board :

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