Horizon Science Academy Columbus Middle School Remote Learning Plan

2020-21 SCHOOL YEAR

HSA CMS proposes to use direct, on-campus learning in keeping with its adopted education plan where possible during the 2020-21 school year. However, HSA CMS intends to offer a virtual academy option for students with personal or health situations that warrant such an option for the school year or a portion of the school year. HSA CMS will also deliver instruction through hybrid and/or virtual academy options if full or partial closure of the 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.

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

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

III.   ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

IV.   STUDENT PROGRESS MONITORING

V.   ASSURANCE OF EQUITABLE ACCESS

VI.   DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

Date of Board Approval: ___8-11-2020_____

Authorizing Signature for the Board: ___*Michael D Pratt*_____

School Leader Name: Hasan Akkaya

School Leader Contact: Email: akkaya@horizoncolumbus.org

Phone: 614 428 6564

Horizon Science Academy Columbus Middle School Remote Learning Plan

I) A description of how student instructional needs will be determined and documented;

The school will have vendor assessments called MAP for Reading, Math, and Science and Star Reading and Math. The vendor assessments will be administered at the beginning of the school year. MAP will be administered in Fall and Spring for all grade levels. Placement test sessions will be conducted either in person or virtually to complete these tests while observing all social distancing and safety protocols from the Ohio Department of Education and Ohio Department of Health.

Map skills assessments will be administered regularly based on the level of performance students show in Fall MAP.

Star reading will be administered quarterly. Star Math will be administered monthly. This will be done remotely.

Besides these assessments, teachers will create their own assessments to diagnose the students' level of knowledge.

Staff will examine data collected from the vendor- and teacher-made assessments to fully answer the following questions

1- Where are the Students now?
2- Where do they need to be?
3- How do we get them there?
4- Are they making enough progress to get there?
5- Are they mastering what they need?
6- How are they likely to perform on the state test and high-stakes tests?

All vendor and diagnostic assessments will help us to find the students' needs and performance level. Based on the data collected, we will determine and create students groups or tiers. Students will get the instruction based on their needs after discussions with related parties such as Admins, Teachers, RTI coordinator, and the parent. The teacher and support team will provide the right instruction to the individual students, such as one to one instruction, extended time, after school tutoring, and counseling. Students will be provided more practice to improve their performance. Their progress will be monitored by monthly and quarterly assessments. After the progress

monitoring assessments, staff may update or change the plan for the student. Parents will be informed of progress in student performance and interventions applied.

II) The method to be used for determining competency, granting credit, and promoting students to a higher grade level;

Competency - Competency will be determined by an assortment of assessments based on state standards. These will be administered by the teachers through Google Classroom and as outlined above. These assessments will then be compiled into an A through F letter grade system in Concept SIS, to determine the competency of the student. The teachers will also administer assessments as above for progress monitoring.

Credit - Students will earn credit for their classes if they earn a D- (1.0) or higher for their final average grade.

Promotion - We will follow the board approved policy required for promotion. Any student who receives more than one "F" in a core class or a combination of 3 "F"s in their yearly averages, including core and elective classes, will be retained.

III) The school's attendance requirements, including how the school will document participation in learning opportunities;

The learning day is defined as an average of 5.5 hours per day, reconciled weekly on Monday for the prior week. Students will be considered present for a school day based on a combination of participation in direct or synchronous learning activities, assignment completion, and hours logged. The school will use Google Classroom as its Learning Management System (LMS), supplemented by Edgenuity and/or Go Guardian to monitor participation and progress in learning opportunities. Student learning activities will be assigned a designated amount of time to complete all aspects of the activity. If students complete and submit the work each week, they will receive credit for attendance purposes. The quality of completion will not be considered for attendance purposes, but blank submissions will not meet the requirement of attendance.

Hybrid-learning students will be assigned designated days and times that they will be onsite to participate in learning activities. When hybrid-learning students are present, onsite, attendance will be taken in the traditional manner every class period by each class teacher and entered into the ConceptSIS database.

All remote participation for attendance purposes will be based on completion of assigned work, within each week. Attendance will be reported weekly as described below. An associated time to complete will be attached to each online learning activity. The amount of work assigned by each teacher will be based on a 5.5-hour school day,

then be prorated based on the number of days a week the class meets and whether the class is a blocked or single period.

Teachers will post assignments online by 3pm Sunday for asynchronous learning sessions to be completed for the next week. Students complete and submit work by 2pm the following Friday in order to receive credit for attendance. Teachers have the discretion to accept late work up until 3pm Sunday when they are required to report their class attendance for the week. If a student fails to submit an assignment, or submits a blank assignment for the week, the designed time to complete the learning activity will determine the number of minutes missed for school attendance purposes. Teachers will submit remote learning minutes missed by 3pm Sunday. The assigned truancy/attendance staff will compile minutes missed from all classes for the prior week and update the school attendance for EMIS reporting. School personnel will follow Board-adopted truancy policies when a student fails to participate or attend online/hybrid sessions.

Parents of students will be contacted when a student fails to report to any individual class for the week or misses more than 36 hours of school unless an excused absence is reported. When a student fails to participate for 72 consecutive hours, they will be unenrolled.

Teachers will use our oversight program, GoGuardian, to ensure students' participation in class. This program compiles a log of the websites and times of access associated with the school assigned email.

A schedule will be created for each student. Students will be expected to attend synchronous lessons at specific times based on the student's schedule. This session will be recorded and posted in the Google Classroom for reference by students. For students unable to access the live stream, teachers will embed a question within video recordings that students must answer to be counted as in attendance. This method may be used for students participating in the live session as well. Students must complete the activity related to their synchronous learning time within 24 hours of the scheduled synchronous time.

(IV) A statement describing how student progress will be monitored;
Weekly-Teacher based assessments.

Student progress will be monitored by weekly grading by teachers. Teachers will be creating assignments based on weekly lessons that focus on Ohio standards. Edgenuity may be part of asynchronous assignments. All activities must be aligned to state standards and assessments must measure the indicated standard. Teachers will post grades on Concept SIS by Sunday at 3 pm.

Regular vendor assessments

STAR Math will be completed monthly, STAR reading quarterly, and Map Skills will be completed based on NWEA testing in the fall.

> ***Additional supports for Progress Monitoring***

Students will have weekly opportunities to touch base with their teachers on their progress. This will be conducted through emails, google meet, and/or zoom meetings with teachers.

RTI Coordinator and APA will provide oversight based on data collected through testing and grades to identify students in need of additional support.

Parents will receive explicit directions on accessing Google classroom and the Student Information System to partner with staff in the education of their students. Teachers and Administrators will use a variety of methods to communicate student concerns and achievements. Some options for communication include class news announcements, all call systems within the school, emails, and apps such as Remind 101.

V) A description as to 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 online learning.

In preparation for the year, families will have multiple means to identify their need for help in accessing high-speed internet. Staff will use this information to provide resources to families in attempting to secure their own internet. Families unable to secure their own internet will be provided with hotspot information or technology.

Throughout the year, staff will communicate with families regarding student participation and patterns in behavior as needed. A minimum of one monthly check-in will be completed with all students in addition to specific staff communication with families.

Staff will facilitate check out of a device with a keyboard and mouse pad to every student that needs it. All students are assigned a Chromebook in the normal course of operation.

The school will employ a learning model that expects two days of synchronous learning. Students facing a documented hardship that limits participation in a synchronous environment will be able to access video of the class and has a variety of means to reach the student.

Special Education Services will be provided virtually. All service minutes will be documented and available for review by the appropriate stakeholders to ensure continuity and equity of services. RTI Services will be provided and documented in the same way.

VI) A description of the professional development activities that will be offered to teachers.

> *Topics to be addressed through required Professional Development are*

1. *How to connect with school families and communities during distance learning*
2. *Teaching effectively in an online classroom*
3. *Creating an equitable learning environment*
4. *PBIS procedures and expectations in a hybrid classroom model*
5. *Features of an LMS system*
6. *Data collection and choosing the "essential" standards to teach during this time (this could be a topic during team meetings on Fridays)*
7. *Social and Emotional Learning and Health*
8. *Operations of the building under this "new normal" (safety measures and health guidelines)*
9. *COVID 19 awareness, mental health issues, and impact on staff and students.*

> *Links to training, videos, and staff contacts for these topics have been provided. Professional development from vendors and department heads is being provided for the next school year to familiarize staff with the programs and supports available. Professional development regarding teacher expectations and support is also required. These PD activities are being offered throughout the summer and prior to school opening in the fall.*