

*Horizon Science Academy Dayton Elementary*

*IRN: 000808*

*Remote Learning Plan*

*2020-21 SCHOOL YEAR*

*Horizon Science Academy Dayton Elementary “HSADE” proposes to use direct, on-campus learning in keeping with its adopted education plan where possible during the 2020-21 school year. However, HSADE intends to offer a virtual academy option for students who opt for it. HSADE 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 the safety and health interests of our students, staff, and community. Details of these plans are included in the sections that follow.*

*Plan A will have students in hybrid learning.*

**Plan A: Group A**

- Students will attend in-person classes 2 days per week and online classes 3 days per week. Group A will be on campus Monday and Tuesday. Virtual learning will occur for Group A Wednesday through Friday. All students will be provided with their own Chromebook and social distancing will be implemented at all times while in the building.

**Plan A: Group B**

- Students will attend in-person classes 2 days per week and online classes 3 days per week. Group A will be on campus Wednesday and Thursday. Virtual learning will occur for Group A Monday, Tuesday, and Friday. All students will be provided with their own Chromebook and social distancing will be implemented at all times while in the building.

*Plan B is 100% virtual remote learning.* This plan will be implemented if schools are closed by our governing health agencies and/or the HSADE Board feels the safety/welfare of its students and staff are in peril. This plan is also an option available for parents/students who do not feel comfortable sending their students to the physical school building. If more than 75% of families choose this option, the school will go with Plan B for the entire year.

**1- Description of how student instructional needs will be determined and documented**

HSADE will determine students' instructional needs based on vendor assessments STAR Reading, Early Literacy & Math assessments and IXL (all subjects) diagnostic testing assessments. These vendor assessments will be administered at the beginning of the school year and again in the Winter and Spring. These assessments can be given remotely or in person. Along with these assessments, teachers will create their own classroom assessments to diagnose the students' level of knowledge. All assessments will determine students' performance levels and teachers will use this testing data to provide appropriate support to students.

Based on these diagnostic scores students will be leveled Tier I, Tier II, and Tier III. Students in the higher Tiers will be provided additional support from the reading and math intervention teachers and progress will be monitored by the RTI Professional and classroom teachers. Teachers will monitor progress and devise lessons based on student need according to their program. Every 4-6 weeks, grade level teams with administration will come together to meet to discuss the progress of the students classified as Tier 2 or 3. Staff will examine data collected from the vendor and teacher-made assessments to fully answer the following questions:

- 1-What is the student's present level of performance (on track or off track)?
- 2-What skills should he/she have mastered to be on track for the grade level?
- 3-How can we help him/her get closer to on-track?
- 4-Is there adequate progress being made?

Based on the data collected from the diagnostic assessments and classroom assessments, we will determine and create student groups or tiers. Students' instruction will be based on their needs after meetings with related parties: admins, teachers, RTI professional, and the parent. The teacher and support team will provide the right instruction to the individual students, such as one to one instruction or small group, extended time, differentiation in the classroom, etc. Students will be provided more exercise to improve their performance. Their progress will be monitored during these 4-6 weeks between meetings with assessments from STAR, and other educational resources. After the progress monitoring assessments, staff may update or change the plan for the student. Parents will be informed of their student's progress.

## **2-The method to be used for determining competency, granting credit, and promoting students to a higher grade level-**

Student competency will be determined by standards based assessments provided by the classroom teacher. In grades K-1, 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 proficiency of the standard but inconsistently, 1- Below Basic (student is consistently working below performance standard), 0-Not enough work completed to score.

For grades 2-5, 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. Students will be required to complete any and all lessons and activities provided by the teacher either online or in-person.

In grades K-1, 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 HSADE's administration team will come together towards the end of the year to determine if the student will be promoted. This decision will be based on factors such as performance on standards based assessments, progress meeting goals in RTI, attendance, etc.

Students will be promoted in grades 2-5 based on our approved board policy required for promotion.

### **3-The school's attendance requirements, including how the school will document participation in learning opportunities-**

HSADE will be using two platforms to document participation in learning opportunities: Seesaw and Google Classroom. Google Meets and/or Zoom Meetings will be the digital platform for video conferencing. Attendance will be monitored partially through the timely completion of tasks assigned on these two platforms. There will also be a daily check-in for remote learning days. The quality of completion will not be considered for attendance purposes, but blank submissions will not meet the requirement of attendance. All students will be utilizing school chromebooks with teachers being able to 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. For students participating in the hybrid model, they will be required to attend the in-school sessions and complete assigned material on the remote learning days where teachers will be able to see if they are signed in and the number of minutes they have been working on the program. For students that are online only, there will be a daily check in system as well as attendance will be monitored through work submission. Students will also be required to watch assigned instructional videos uploaded to Seesaw or Google Classroom.

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."

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.

#### **4-A statement describing how student progress will be monitored-**

Student progress will be monitored by reviewing test data from weekly standards based assessments. Students will also complete work and submit prior to the next in-class instructional days via online submission through Google Classroom or Seesaw. Progress will also be monitored through our online programs. STAR Reading and Math will be administered at least three times a year to check progress and modify instruction during the school year. Students will use the web-based learning program IXL to monitor progress in all subjects. Teachers will review student progress on goals set by in-class and vendor assessments as well as teacher assigned standards practice. In all grades, teachers will use standards based assessments to monitor student progress.

RTI Teams consisting of the administration and classroom teachers will meet every 4-6 weeks to review the data from the programs and small group instruction. This may be a virtual meeting or in person depending on the mode of instruction for the school. Parents will be involved in the process by receiving score reports from the STAR assessment as well as regular communication with classroom teachers. Parents will also receive explicit directions on accessing Google Classroom, SeeSaw, and IXL 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. Parents are required to maintain a working email throughout the school year. Parents will be expected to communicate openly with the teachers by email and phone when needed. Other options for communication include Class Dojo messages, class news announcements, school reach email, message and/or phone call. However, parents **MUST ALWAYS** be reachable by phone **AND** email throughout the school year.

#### **5-A description as to how equitable access to quality instruction will be ensured-**

During the summer break we reached out to families via an online survey 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 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.

During this upcoming school year, each student will be provided a Chromebook. Families that communicate the need for assistance for internet connection will be provided assistance in

obtaining internet service. Both hotspots and chromebooks are given at no cost to the student unless the parent decides to purchase insurance on the items for damage or lost devices.

We will employ a hybrid learning model that expects two days of synchronous learning on campus. Families that elect online only during this hybrid model will be provided with educational activities during the times the student would have attended school as well as any other resource that is available to students attending in person. Families may not transition from hybrid to online without school notification and approval. Students electing the online-only model will be required to stay enrolled in that model for the entire quarter. Students electing the hybrid model that may face a hardship that limits participation in a synchronous environment (such as sickness, transportation issue) will be permitted to access video of the class through Google Classroom or Seesaw as well as all class work activities.

Special Education Services will be provided either onsite or digitally depending on the needs of the student's circumstance. 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.

#### **6-A description of the professional development activities that will be offered to teachers.**

Listed below are professional development activities that will be offered to teachers at the beginning of the year and throughout on an as needed basis:

1. How to connect with school families and communities during distance learning
2. Effective teaching in an online classroom
  - a. Introduction to Seesaw
  - b. Introduction to Google Classroom
3. Using our online academic programs
  - a. MyMath
  - b. Gizmos
  - c. IXL
4. How to utilize our diagnostic assessments
  - a. STAR (Reading, Early Literacy and Math K-8)
  - b. IXL Diagnostic
5. Creating an equitable learning environment
6. PBIS procedures and expectations in a hybrid classroom model
  - a. Merit/Demerit System
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.

Links to training, videos, and staff contacts for these topics will be 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.

***Date of Board Approval:***                      8/4/2020

***Authorizing Signature for the Board:***  \_\_\_\_\_

***School Leader Name:***                      ***Alyse Pennington***

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