



Horizon Science Academy Dayton High School

IRN: 011534

Remote Learning Plan

2020-21 SCHOOL YEAR

Horizon Science Academy Dayton High School (HSADHS) proposes to use remote, off-campus learning during the first quarter of the 2020-21 school year. HSADHS will deliver instruction through synchronous and asynchronous learning opportunities, utilizing a learning management system and a variety of resources designed to actively engage students in learning. Students determined to be inactive and/or struggling learners, as well as students requiring specific supports for learning (i.e. student operating with an IEP or EL designation), MAY be asked to attend school in person (in small numbers) based on feedback from teachers and school administration and with the approval of the parent or guardian. A return to in-person learning will be based on an assessment of overall safety as well as specific student needs and will be at the discretion of the administration. . Every student will be assigned a school-owned Chromebook. Internet hotspots may be provided to the students in circumstances where no other option is available.

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

Details:

- Diagnostic pre-assessment at the start of the academic year will be used to assess retention of learning and establish what students may have learned in previous learning opportunities. The resulting data from these assessments will allow teachers to (generally) determine the length and depth of lessons going forward based on student prior knowledge. Assessments can be a vendor (e.g. Edgenuity) created or created by staff based on standards-based assessments.
- Standards-based assessments, created by a vendor (e.g. Edgenuity) will be used in each course unit as applicable. If no vendor assessment is available, the teacher will, with the participation of administration (and designated department chair if needed), create an assessment tied to appropriate standards and/or learning goals established in the lesson plan(s) for the unit.
- Teacher based teams, in coordination with the Assistant Principal of Academics will analyze assessment data weekly and develop strategies for furthering student learning on

course content. Specific student needs will be addressed through a variety of strategies designed to remediate or extend student learning based on mastery of course content.

- ❑ Specific needs of students who have a special designation (such as IEP or EL) will be determined by the staff assigned to instruct and support said students and will be evaluated by an Assistant Principal of Academics (or Principal when needed) for appropriateness based on student circumstances.
- ❑ All students will be supported through small group instruction and/or one-on-one meetings with teachers.
- ❑ Tier III students will receive support from RTI staff. RTI staff will schedule weekly/bi-weekly time with students and address specific learning needs.
- ❑ Student needs will be documented in the school's student management system and confidentiality will be maintained in accordance with Board policy.

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

Details:

- ❑ Student competency will be determined by the assessed level of success in formative and summative assessments. Assessments may be constructed by the teacher, in consultation with the designated school leaders referenced in Section I of this document, or created by a vendor (e.g. Edgenuity).
- ❑ The resulting assessment of student competency will be assigned a percentage grade which will fall into letter rating categories as outlined in our course of study.
- ❑ Course credit will be awarded in accordance with Board policy and will involve grading/review of all student work by a qualified teacher in the course area. Students earning an overall class grade of 60 percent or higher will be awarded credit in the course. Those not meeting this standard will be required to repeat the course as needed based on graduation requirements. Students who accomplish this minimal standard of performance noted above or greater will be awarded credit. Final course grades in all courses assigned to the student will be compiled (and weighted as required by course, if applicable) into a cumulative grade point average.
- ❑ Students will be promoted to a subsequent grade level based on earning the minimum amount of credits specified in Board policy.
- ❑ Aside from regular assessments, for every course, there will be general checkpoint exams/tests/quizzes after each unit/chapter etc. aligned to Ohio Learning Standards (or any other standard) to assess student mastery of the learning outcomes. This assessment will be done on Edgenuity for all corresponding courses.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

Details:

- ❑ For the first grading period instruction will be virtual. After the first grading period, the administration will evaluate the covid-19 situation to determine which way we will resume with the remaining of the school year. All classes will be virtual synchronous four days a week that means ALL students, regardless of their location, must be present online for attendance purposes in real-time on these days. The regular school's master schedule will be followed in these synchronous days. Fridays can be used by teachers for scheduled educational supports relevant to the course and student needs.
- ❑ Teachers will use a video conferencing tool (Google Meet/Zoom) and they will start recording the sessions when they start the class. The link of the recorded video of each class session will be shared on Google Classroom at the end of the class/school day. This will allow all students to make a review of the lesson when they are studying later at their own pace.
- ❑ Teachers will use Edgenuity as the classroom management software for ALL student Chromebooks (on-site and remote). Edgenuity will automatically start recording ALL students' web activity when the first bell for the class rings. The system automatically saves all students' activity and keeps it in an archive on the cloud. Teachers/admins can monitor/limit/block web activity.
- ❑ Attendance to school will be counted through students attending synchronous lessons and completion of assigned coursework in 80 percent* of their daily scheduled courses on asynchronous and synchronous days .
- ❑ Students who have not completed assignments on “asynchronous days” will be considered absent. Assignments submitted within one day of the assigned date for completion will be marked as “late” and may result in an academic (grade) penalty to be determined by school policy. Late submissions of work WILL NOT impact or correct any absence recorded for student attendance.
- ❑ Student truancy/non-attendance will be addressed in accordance with Board Policy, Ohio Law and/or any additional directives from the Ohio Department of Education and local county juvenile court officials.
- ❑ Documentation of learning opportunities will be accomplished by teacher reporting/administrative oversight of assignment records entered into our student information system (ConceptSIS). In the event of a legitimate and documented student illness (short term), forgiveness of late work penalties will be provided in accordance with current school policies. Any student who notifies the school of a potential long term illness may be considered for a 504 plan to be established by the parent/guardian, student, medical professional, and school 504 Coordinator. Any established plan will enumerate

the process in which student work may be modified or submitted based on individual student needs.

- ❑ Every class in the master schedule will have a class on Google Classroom with the same name; this will be done by syncing classes, rosters, and guardians in the school's Student Information System (ConceptSIS) with Google Classroom. When a student moves to a different class or leaves school, Google Classroom rosters will be automatically synced.
- ❑ Teachers will post all materials, assignments, announcements, etc. within a TOPIC on Google Classroom which has the name of that school day. Every official school day will have a folder (Topic) named with the date of that day on Google Classroom and all materials for that day will be posted in that folder.
- ❑ Besides Google Classroom, all courses in the master schedule will have an equivalent course on Edgenuity where applicable and all students in the school will be enrolled in these courses. All contents of the course will be locked (hidden to students) until the course teacher decides to unlock content both for the entire class and for individual students after synchronous teaching. Besides being used for assessments, this parallel course on Edgenuity can be considered as a digital 'blizzard bag' which is activated in case of short or long term teacher leave. (In case of a short- or long-term teacher leave, uncovered parts of the curriculum of the course will be unlocked and students will continue on the parallel Edgenuity course until the course resumes with a regular teacher.) Edgenuity is a content-ready Learning Management System (LMS). Edgenuity Courseware offers over 300 standards-aligned, online courses. Courses are customizable and feature a full suite of learning tools and scaffolds, and can be taken for initial credit, as well as concept or credit recovery. It can be used both in blended and self-paced settings.

*Administrative discretion will be used in determining the percentage-to-class period ratio for students with a smaller daily scheduled course load.

IV. STUDENT PROGRESS MONITORING

Details:

- ❑ Student progress monitoring will be accomplished through cooperative work between teachers and select administrators assigned to monitor teacher teams (to be assigned by the Principal).
- ❑ Through cooperative teacher/administrator team efforts, student progress will be observed via documented individual student progress on assigned coursework as well as communication logs shared by teachers, administrators, and administrative assistants.
- ❑ Assessments, based on State educational standards, will be employed in courses as appropriate (using our online curriculum--vendor created--assessments) and this data will be used to further monitor progress on student mastery of specific content standards.
- ❑ Designated staff members will provide and document (via a process approved by the Principal) feedback to students and parents at intervals determined by the school leadership team. Student success/progress and student concerns related to both academics and social-emotional well-being are a critical aspect of progress monitoring and will be shared with interested parties, such as administrator and teacher teams, students, and parents.
- ❑ 2 types of reports on Edgenuity will be used to monitor student progress in asynchronous sessions:
 - ❑ Progress Report: For a single student, the course progress report shows percentage completion, activity scores, activity count (total and completed), and the weighting and overall scores by activity type. This report provides a snapshot of the student's progress and achievement in a single course.
 - ❑ Lesson Mastery Report: This report will provide an at-a-glance view of how students are performing in all the lessons in a course, in order to identify and group students for re-teaching. For each lesson, educators can view how many students are struggling with the lesson, how many are active in the lesson, and a number of other statistics. The report can be filtered by standard, and it can be sorted by lesson difficulty or any other of the columns displayed. Educators can drill into any lesson to view which students are struggling and/or active, with visibility into the assessment questions and individual student responses for targeted, real-time intervention.
- ❑ All state-required assessments will be administered including norm-referenced testing twice annually if this remains a requirement in 2020-21. The school uses STAR 360 in ELA and Math.

V. ASSURANCE OF EQUITABLE ACCESS

Details:

- ❑ 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, HSADHS will ensure communication with every parent. A survey will be utilized and will include a yes/no answer to the question of access to high-speed internet to engage in remote learning. Students will be provided a device as needed. Throughout the year, staff and administration (and designees) will communicate with families regarding student participation and patterns in behavior, minimally on a biweekly basis.
- ❑ HSADHS will facilitate check-out of/assignment of a device to every student that needs it. All students will be assigned a Chromebook in the normal course of operation.
- ❑ HSADHS will facilitate access to high-speed internet options at low or no cost to families. This will be done through resources available on [highspeedinternet.com](https://www.highspeedinternet.com) which indicates programs providers are running as well as government services to support low-income families in getting internet access. (as also mentioned on [ODE's website](https://www.ode.state.oh.us))
- ❑ We will employ a remote learning model that mandates that students participate Monday thru Thursday for 6 hours a day from 9 am to 3 pm. On Fridays we will monitor the Edgenuity program that students will be utilizing, and will ensure that students are receiving 6 hours of instructional time during the day. If we elect to remain online after the end of the first quarter, this will take place over the course of 185 school days which will provide 1,110 total instructional hours to our students throughout the year. Should we return to school in a normal capacity after the first quarter students will attend Monday thru Friday for 6.5 hours a day, which would result in a total of 1148 hours of total instructional hours for the year. This learning will be through use of the Edgenuity program, live streaming or other remote instructional delivery methods. As noted in our introductory statement, select students may be asked to attend as needed (with the guidelines noted therein). Students facing a hardship that limits participation in a synchronous environment will be permitted to access video of the class as confirmed through use logs and work. Parental notification of hardship will be critical in assessing student attendance as outlined in Section III of this document.
- ❑ Special Education Services will be provided either onsite or digitally depending on the needs of the student's circumstance and with the consent of the parent in accordance with health and safety standards. All service minutes will be documented and available for review by the appropriate stakeholders to ensure continuity and equity of services.

- ❑ EL Services will be provided and documented either onsite or digitally depending on the needs of the student’s circumstance and with the consent of the parent in accordance with health and safety standards. All service minutes will be documented and available for review by the appropriate stakeholders to ensure continuity and equity of services.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

Details:

- ❑ Job-embedded professional development delivered by DG& Associates.
 1. Support the development and use of the Gradual Release of Responsibility Lesson Framework (KUD/AMT). To understand and implement Academic Curriculum Instruction and Planning, and to utilize their role to positively impact the effective use of Academic Curriculum Instruction and Planning and Inquiry Based Learning while utilizing Edgenuity software system.
 2. Support the Curriculum and Instruction Team in the development of effectively utilizing the practice of Edgenuity. Academic Curriculum Instruction and Planning (KUD/AMT) for Use of Inquiry Based Learning with units and lessons to be implemented in the class for the benefit of all learners.
 3. Support the development of Teachers and School Based Administrators to effectively perform learning walks through the process of remote learning and institutionalize the strategies and practices of Academic Curriculum Instruction and Inquiry Based Learning at the school level for all content areas
 4. Develop Teachers and Teacher-Leaders to implement and ultimately support the implementation and sustainability of a standards-based curriculum and units aligned to the Backwards Design Framework.
 5. Develop Teachers who effectively utilize the UbD Framework for unit development and who implement the units/lessons integrating effective research-based assessment and instructional practices in the classroom, for the benefit of all learners.
- ❑ Professional development delivered by Edgenuity (one full day and two webinars)

- Mandated annual professional development (mandated reporter, child abuse prevention, etc.)
- Observe: Visit (digital) classrooms and Zoom sessions. Access Edgenuity teacher accounts through Admin portal.
- Support: Teachers will have weekly one-on-one meetings with their assigned administrator.
- Guide: Share information, provide feedback

Date of Board Approval: 8/4/2020

Authorizing Signature for the Board:  _____

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