



HORIZON SCIENCE ACADEMY PRIMARY

IRN 017123

REMOTE LEARNING PLAN

2020-21 SCHOOL YEAR

HORIZON SCIENCE ACADEMY PRIMARY proposes to use direct, on-campus learning in keeping with its adopted education plan where possible during the 2020-21 school year. However, HORIZON SCIENCE ACADEMY PRIMARY intends to offer a virtual academy option for students with personal or health situations that warrant such an option for the school year or portion of the school year. HORIZON SCIENCE ACADEMY PRIMARY 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 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

All students will take the NWEA MAP assessment to assist in identifying students' current academic needs and gaps. The NWEA MAP assessment will be administered three times a year (Fall, Winter, and Spring) in the areas of Math and Reading. In the event that students are learning remotely either for a full building closure or for health reasons, individual appointments will be made to complete the assessment. Students may also be given the option to take the assessment from home at a designated time.

MAP assessments and classroom/teacher assessments along with the students' prior academic records will be used to guide instruction, create RIMPs and determine appropriate additional services in Tier 2 and Tier 3 Reading support and EL programs. Students' will also receive individualized learning paths in Dreambox and Lexia based on academic knowledge demonstrated within each supplemental program.

Teachers will review the data collected to determine students' academic levels, where they need to be, and make appropriate plans based on the students' needs to help them meet the established 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. Student work, classroom assessments, as well as, vendor assessments will be used to determine student's understanding and acquisition of material. Assessments will be given on campus or online through Seesaw in the event that students are learning remotely. Students will also be working with Reading support teachers face-to-face on campus or remotely via zoom as appropriate. Student work and assessments will be collected physically and/or digitally for evaluation on an A-F letter grade scale. The data collected from teachers and Reading support staff will be used to determine students' acquisition and understanding of material.

Students will be promoted according to our board approved policy which states that students must have passing grades (D or higher) in 3 of the 4 core classes in order to be promoted to the next grade level.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

All students will be expected to follow the school daily schedule whether on campus or learning remotely from home. Attendance will be taken daily based on the following:

- i. Physical attendance.
- ii. Students signed on and in attendance via zoom.
 1. Students arriving late to campus or are late logging into remote instruction via Zoom will be marked as tardy.
 2. Students who depart from campus early or log off from remote instruction early will be marked as early release and the time missed will accumulate as absences.

In addition, when students are learning remotely attendance will be tracked via the completion of tasks and assignments through SeeSaw. Remote/Hybrid learning students will be considered present for a school day based on the combination of online hours logged, assignments completed, and participation in direct or synchronous learning sessions. 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.

Teachers will initiate parent contact for students failing to complete remote or online work. After a minimum of 3 attempts to contact the parent and student, the teacher will refer the student to an administrator. Administration will then contact the parent and discuss the issues and possible retention of the student.

Notably, students typically learning on campus who show signs of illness or a fever will be encouraged to stay home. Students staying home due to illness may take part in remote learning via zoom and be marked as present if appropriate given the illness.

IV. STUDENT PROGRESS MONITORING

Students will be progress monitored on weekly basis and in some cases on a daily basis. Progress monitoring will be done both face-to-face on campus and remotely through individual and small group meetings via zoom depending on school and student circumstances. Teachers will use data collected from homework, class work, weekly assessments, and anecdotal notes to determine student needs on a daily or weekly basis. Classroom teachers, Reading Support teachers, Special Education teachers, and EL teachers will all be involved in student progress monitoring.

Lexia Reading and Dreambox Math learning resources will be integrated into weekly lesson plans. Both resources address students' individual skill gaps, helping them reach mastery and improve their overall achievement through differentiated assignments that automatically align to their personal learning goals and level of readiness. Lexia Reading and Dreambox Math provide actionable data that will be reviewed weekly and used to inform instructional decisions.

A team consisting of the Assistant Principal, classroom teachers, Reading Support teachers, Intervention specialist and EL teachers will meet quarterly to monitor student progress, make instructional adjustments, and modify support services as circumstances warrant.

Parents will be invited to the meetings virtually or in person to provide parent input on the learning path as needed. Information will also be disseminated in parent conferences.

V. ASSURANCE OF EQUITABLE ACCESS

All students will have equitable access to an education whether learning on campus or remotely. Each student will be provided with a Chromebook for instructional use on campus or for remote learning from home. Integrated use of technology will take place in the classroom to

aid in the efficiency of transitioning to remote learning should the need arise.

Students with limited or no access to the internet will be loaned a hotspot with unlimited data to be used for remote learning at home. Both hotspots and Chromebooks will be lent to students at no cost to the family unless the parent opts to purchase insurance on the items for damage or loss.

Students learning remotely will be able to synchronously learn with the students on campus through live streamed instruction and recorded lessons shared on the SeeSaw learning platform. In the event local, state, and/or federal guidelines advise against on campus learning all students will receive 100% of their instruction remotely through synchronous lessons live streamed by their teacher.

Special Education and EL services will be provided both remotely and on campus depending on student's elected learning model and students' academic support needs for RTI, Tier 2, and Tier 3 services. All services will be based on students' academic, social and behavioral goals and are documented in accordance with services and goals.

Teachers/ Staff will communicate with students and families learning remotely on a weekly basis to determine if there are social and emotional, academic, or technology support needs to be sure students learning from home have equal access to services as students learning on campus. Parents and students will also be given pertinent information on how to reach out to staff if they have a need prior to a teacher contacting them.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

Teachers will be participating in professional development throughout the summer to ensure educational best practices for hybrid and remote learning for the new school year. Topics to be addressed through required Professional Development are:

- Social Emotional Learning and Health
- Building operations and Safety procedures
- Operation of Swivel streaming devices for hybrid and remote learning
- GO Math! Beyond the basics
- DreamBox Learning Math
- Lexia Core5 Reading
- Empowering Teacher Effectiveness: 5 Factors for Success
- Literacy Strategies for English Learners

- Educating Through Zoom
- Seesaw for Schools
- Set up remote learning
- Effective and engaging remote learning
- PBIS procedures and expectations for the hybrid learning model
- COVID-19 safety, symptoms, and response

All trainings will be mandatory and will be provided by administration, vendors, community partners, and leadership staff.

Date of Board Approval: 8-11-2020

Authorizing Signature for the Board: *Michael B Pratt*

School Leader Name: *Crystal Seeley*

School Leader Contact: Email: seeley@horizoncolumbus.org

Phone: 614-532-3311