Remote Learning Plan – Imagine Akron Academy
2405 Romig Rd.
Akron, Ohio 44320

Imagine Akron Academy serves kindergarten students only. Its plan for remote learning must be interpreted with the student entering school in mind.

The following is an overview of remote learning models to be filed with the Ohio Department of Education and utilized if the school is not able to provide direct, on-campus learning as presented in its adopted education plan. Within each potential model of remote learning, it is important to implement processes and practices that help students continue to move forward and develop the foundational skills and knowledge they need. The use of concept mapping can support teachers and parents in prioritizing curriculum and making connections across the years. Additionally, the school will continue to identify high-quality instructional materials that are conducive to remote learning of the essential curriculum. The school will work diligently to keep non-core classes that keep students engaged and motivated. In remote learning situations, expectations for student engagement and participation will emphasis the same rigorous approach as a direct, on-campus learning environment. All components of a remote learning model will be collaboratively developed and monitored among all stakeholders.

Based on individual circumstances and/or the administrator's decisions, these models are available on a school-wide, grade level, or individual basis. Each scenario highlighted below as Plan A. B, & C will be addressed in the remote learning plan for Imagine Akron Academy:

Plan A- All students and staff return to school as normal without any modifications to the normal school day.

Plan B (Hybrid model) -All staff returns to school Monday through Friday. Students return to and attend school based on an alternating schedule to limit the number of students in the building and ensure the proper social distancing per CDC recommendations within the classrooms. Students will complete 60% of instruction remotely and 40% of instruction on site. All instruction will be aligned to the Ohio Learning State standards, for both remote and on site instruction.

Cohort A of students – (½ of the student population) will attend school on-site Monday and Tuesday and complete online assignments/instruction on Wednesday and Thursday. (Cohort B) (½ the student population) will attend school on-site Wednesday and Thursday and complete online assignments/instruction on Monday and Tuesday. On Friday, all students in cohort A and B will stay home and complete their online assignments. The teaching staff would report to work on Fridays to attend lesson planning team meetings with their grade level and vertical planning meetings, TBT meetings, and CSLT meetings led by the Principal and the Academic Coach.

Plan C (100% Remote/Virtual Learning) - All students will receive instruction, aligned to Ohio's Learning Standards, via a daily remote learning platform. Teachers will attend lesson planning team meetings with their grade level and vertical planning meetings, TBT meetings, and CSLT meetings remotely led by the Principal and the Academic Coach. Selected instruction for students who are high risk may also be conducted through virtual learning.

Description of How Student Instructional Needs will be Determined and Documented

Imagine Akron will continue to participate in all necessary diagnostic, formative and summative assessments to determine and document student instructional needs. The school also participates in STAR Early Literacy **quarterly** and KRA to monitor student academic progress and school-wide trends. In addition to quarterly benchmark assessments, the school more frequently assesses at-risk students within Tier II and Tier III of the MTSS process.

STAR Renaissance has adapted all programs including Accelerated Reading, Freckle Math and Freckle Reading to support **both on-site and remote administration and student use**. Within a remote setting, the school will continue to use STAR Renaissance (Star Early Literacy) to support comprehensive benchmark and formative assessments for screening, monitoring student mastery of standards and individual student growth and progress toward personalized learning goals. The school also uses Renaissance progress monitoring reports, instructional planning reports and Individual student goal setting for all students. Accelerated Reader and Freckle Math and Reading provide adaptive and mastery level practice aligned to all Ohio standards. All Renaissance programs incorporate learning progressions aligned to Ohio's standards to show skills and standards students have mastered and which skills students are ready to learn next.

When students are on-site in the school building, teachers will continue to provide direct instruction to students, assessing students for instructional needs, and provide targeted interventions for students as needed. Students will be provided tablets and/or chrome books when they are working remotely. Students will be provided access to online learning platforms for remote learning including but not limited to the following Lexia, and Freckle. Each week, staff will inform students about which online activities to complete in the provided platforms. Classroom teachers and other instructional staff will monitor completion for additional instructional needs. Teachers will provide other remote learning work for students to complete for reinforcement.

Student engagement can easily be compromised by the lack of face-to-face interaction. It is important to note that the affordances of technology and of online learning overlap in many ways with the needs of English learners and students with disabilities. Fortunately, there are several strategies that can help teachers keep all students engaged while learning remotely.

Plan A (customary return with all students and staff present in the building)- All students will be assessed as normal the first 2 weeks of the academic calendar using the STAR Renaissance Platform to determine their current academic strengths and weaknesses.
Kindergarten students will complete tKRA assessments by the November 1st deadline. Teachers will provide direct instruction to students assessing for instructional needs and interventions for students

Plan B (hybrid model return)- Student mastery will be assessed in the days that they are on-site with their classroom teacher. Instructional activities to enhance the onsite instruction will take place during the days that the students are off site. Pre- and post-assessments will be utilized to determine the needs of each student. The data will be documented and collected during our TBT meetings. At the end of each quarter of learning, the students will receive a standards-based report card highlighting their areas of strength and weakness based on their growth from the documented pre and post assessments. Students with disabilities will work with their assigned intervention specialist during their on-site days in addition to receiving additional assistance during their assigned online remote learning days during the week.

Students with disabilities will receive work to meet their instructional needs and access to teletherapy or equivalent virtual services to provide access to other related services. Each teacher will document student participation and determine their academic needs. Students will have access to online learning platforms for remote learning including MyLexia, Epic, Freckle Math, and Freckle ELA. Classroom teachers and other instructional staff will monitor completion for additional instructional needs. Teachers will provide other remote learning work for students to complete for reinforcement such as MyLexia Skill Builders, project-based learning activities, and reinforcement packets.

Plan C (100% remote learning) - Every student will participate in online activities and meetings with their classroom teachers daily remotely. Students will have access to online learning platforms for remote learning including MyLexia, Epic, Freckle Math, and Freckle ELA. Classroom teachers and other instructional staff will monitor completion for additional instructional needs. Teachers will provide other remote learning work for students to complete for reinforcement such as MyLexia Skill Builders, project-based learning activities, and reinforcement packets.

Students with disabilities will receive work to meet their instructional needs and access to teletherapy or equivalent virtual services to provide access to specially-designed instruction and related services per their IEPs.

Method to be Used for Determining Competency, Granting Credit, and Promoting Students to a Higher-grade Level

Imagine Akron Academy will define competency, award credit, and make promotion/retention decisions in keeping with established board policy. Specifically:

Plan A - In-Person/Traditional Brick and Mortar: Competency is determined through in-class work and assessments. Granting credit for assessments and in-class work will be based on the school's current grading system. The school's current board approved promotion and retention policy will continue to guide decisions. In keeping with Board policy, individual decisions or promotion or retention can be made at administrative discretion based on student individual needs.

Promotion will be based on completing 70% of online work as well as being proficient in 3 or more subjects based on in-person assessments/assignments, according to the students report card. Promotion will be based on the school's current guidelines.

Plan B - Hybrid Model: Competency is determined through in-person assessments. Granting credit for assessments and in-class work will be based on the school's current grading system. Granting credit for online practice (example: Freckle) will be a participation grade. Promotion will be based on completing 70%* of online work as well as being proficient in 3 or more subjects, according to the student's report card. The school's current board approved promotion and retention policy will continue to guide decisions. In keeping with Board policy, individual decisions or promotion or retention can be made at administrative discretion based on student individual needs.

Plan C - 100% Virtual (or Online) Academy: Competency is determined through live zoom discussions/synchronous learning systems to deter parents/families from answering on behalf of students and to get a true understanding of what students understand. Granting credit for assessments will be based on the schools current grading system, assessments will be taken live. Granting credit for online practice (example: Freckle) will be a participation grade. Promotion will be based on completing 70%* of online work as well as being proficient in 3 or more subjects, according to the students report card.   The school's current board approved promotion and retention policy will continue to guide decisions.
Note: In order to maintain a high-level of rigor and student participation and engagement, the school will expect 100% completion and participation regardless of the model implemented. However individual student circumstances will be reviewed and considered on an as-needed basis.

Additional considerations for determining competency and individual student growth include the following:
- Establish regular check-ins (student conferencing) and opportunities for students to share work, collaborate, ask questions and set individual learning goals.
- Provide different modes and tools to provide ongoing, targeted and meaningful feedback.
- Support students' ability to self-asses their own growth within established learning activities. (e.g. use of exemplars, videos of demonstrations, self-assessment rubrics or peer evaluation)
- Adapt formative assessment methods, and the ways in which evidence of student learning is collected (e.g. this may include using digitally based strategies to formatively assess and gauge student progress).
- In the absence of online opportunities, using phone calls or emails to measure student's achievement and progress.

Attendance Requirements and
How the School will Document Participation in Learning Opportunities

Imagine Akron Academy serves kindergarten students. Under its remote learning plan, Imagine Akron Academy will offer a full day of instruction for each day that school is in session.

Plan A (customary return with all students and staff present in the building)- Attendance will be documented in keeping with Board policy, which aligns to   compulsory attendance mandates. Each teacher will keep track of the student's attendance daily using the time that the student is onsite to determine if the student is present, absent, or tardy.

Plan B (hybrid model return)- Classroom teachers will document attendance during the scheduled days that the students are required to attend school on-site and off-site
Students working remotely will be judged as in attendance if they participate for three or more hours per day, averaged weekly (15 hours in additional to onsite attendance for students under Plan B). Participation hours will be indicated by: Attendance at synchronous meetings, completion of timed assignments, and parent reports. Teachers will verify attendance daily and weekly attendance will be compiled and submitted in hours to the school's EMIS system. Time estimates for work completion may be adjusted for students with disabilities in accordance with their IEPs.

If a student is not present or participating in remote learning opportunities, the teacher will make the administrators aware and a parent meeting will be scheduled to identify the barriers and or supports needed to ensure participation during the online learning opportunities. Teachers and intervention specialist will utilize an attendance tracking sheet for all students.

Plan C (100% remote learning)-Classroom teachers will document all student participation in online learning activities, using the following sources: Attendance at synchronous meetings, completion of timed assignments, and parent reports. Teachers will verify attendance daily and weekly attendance will be compiled and submitted in hours to the school's EMIS system. Time estimates for work completion may be adjusted for students with disabilities in accordance with their IEPs.

ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

The school will document evidence of student attendance and participation. Classroom teachers will be responsible for assigning and tracking student participation in a set number of hours per week and taking such attendance daily. Attendance and participation will be "reported" in EMIS as actual time (i.e., hours). In other words, the method of tracking time will need to be converted into estimated hours of participation when students are engaged in individual learning.

Each day, students will participate in both synchronous lessons (Live online and conducted in real-time) and asynchronous lessons (pre-built instruction and course components, allowing students to complete them at the time and pace of their choosing) during both on-site and virtual days. The school will communicate daily and weekly expectations for student participation and emphasize that multiple approaches will be used to ensure student engagement.

During synchronous learning time, student attendance will be track similar to in-person learning based on the number of hours the student is participating in such learning. During asynchronous learning time, evidence of participation (or lack thereof) will be monitored.

For students in the building, standard attendance taking procedures should be applied daily as in the past. For students working remotely on any given day, their attendance will be tracked and monitored using one or more of the following processes:

- Engagement with online learning as evidenced by logging in to online classes, curriculum, work activities, or similar.

- Attendance in Classes and Tutoring sessions

- Attendance in online classes

- Attendance in online collaborative learning groups

- Participation in projects assigned by the school

- Participation in tutoring and/or academic guidance via phone, or by teacher/student correspondence via email, text, or other communication tools available to both students and teachers.

The School will continue to follow the requirements regarding automatic withdrawal of students who fail to participate in 72 consecutive hours of learning opportunities.

Statement describing How Student Progress will be Monitored

The following is a brief description of the screening diagnostic, formative and summative assessments used to evaluate student knowledge and skills and monitor student progress on an ongoing basis. The school will continue to participate in all necessary diagnostic, formative and summative assessments to determine and document student instructional needs. The school also participates in STAR Renaissance (STAR Reading, STAR Early Literacy, and STAR Math) quarterly to monitor student academic progress and school-wide trends. In addition to quarterly benchmark assessments, the school more frequently assesses students within Tier II and Tier III of the MTSS process.

STAR Renaissance has adapted all programs including Accelerated Reading, Freckle Math and Freckle Reading to support both on-site and remote administration and student use. Within a remote setting, the school will continue to use STAR Renaissance (Star Reading, Star Math, Star Early Literacy) to support comprehensive benchmark and formative assessments for screening, monitoring student mastery of standards and individual student growth and progress toward personalized learning goals. The school also uses Renaissance progress monitoring reports, instructional planning reports and Individual student goal setting for all students. Accelerated Reader and Freckle Math and Reading provide adaptive and mastery level practice aligned to all Ohio standards. All Renaissance programs incorporate learning progressions aligned to Ohio's standards to show skills and standards students have mastered and which skills students are ready to learn next.

Teachers will continue to utilize regular formative and summative assessments as part of the instructional cycle and/or as part of the Ohio Improvement Process through Teacher Based Teams (TBTs) and regular collaborative planning and targeted data discussions.

As presented above, the following considerations will support on-going student progress monitoring and individual growth within a remote setting.
- Establish regular check-ins (student conferencing) and opportunities for students to share work, collaborate, ask questions and set individual learning goals.
- Provide different modes and tools to provide ongoing, targeted and meaningful feedback.
- Support student's ability to self-asses their own growth within established learning activities. (e.g. use of exemplars, videos of demonstrations, self-assessment rubrics or peer evaluation)
- Adapt formative assessment methods, and the ways in which evidence of student learning is collected (e.g. this may include using digitally based strategies to formatively assess and gauge student progress).
- In the absence of online opportunities, using phone calls or emails to measure student's achievement and progress.

Plan A (customary return with all students and staff present in the building) -Student progress will be monitored using the quarterly benchmark assessments via the STAR Renaissance Learning Assessment Platform. In addition, formative and informative classroom assessments will be utilized to monitor student progress. Pre/post assessments will also be analyzed during

weekly TBT meetings following the 5-step process protocol to determine student mastery of the Ohio Learning Standards. Parents will be able to contact teachers via the class dojo app, email, and phone if they need to contact the teachers. Parents will receive quarterly interim reports half way through each quarter of learning and report cards at the end of each quarter of learning.

Plan B (hybrid model return) - Student progress will be monitored through student participation, completion, and accuracy in online learning platforms (myLexia and Freckle) and student participation, completion, and accuracy in in-person school assignments and assessments. Students will have independent work listed for the following subjects: phonemic awareness, phonics, reading, writing, and math. For online learning, students will be assigned 2 assignments per week, per subject (at minimum); students will also receive participation points. For in-person learning, students will be assigned 2 assignments per week, per subject (at minimum); students will receive grades based on standards mastery.

Classroom teachers will assess students for mastery of the Ohio Learning Standards during the designated on-site learning days for each student via pre/post assessments as a measure of growth. Students will complete benchmark assessments quarterly to determine growth and mastery of the grade level Ohio Learning Standards. Remote learning opportunities will be monitored and tracked immediately following the completion of on-line assignments. Parents will be able to contact teachers daily during their evening office hours via the class dojo app, email, or phone. In addition, virtual appointments can be set up with classroom teachers if the parents need to set up to times that are more accommodating to their schedules.

Plan C (100% remote learning) - Classroom teachers will schedule weekly pre/post assessments with the students every Friday to determine mastery of the Ohio Learning Standards. Teachers will meet with students throughout the week to provide instruction to the students to prepare them for the scheduled Friday assessments to determine mastery/ non-mastery of the Ohio Learning Standards.

How Equitable Access to Quality Education will be Ensured

Within a remote learning environment, ensuring equitable access to students will require considerations and discussions focused on the following: student access of technology, home learning environment and setting, student learning and engagement, attendance, modality of communications and assessment of student growth and achievement:

The school will conduct regular and ongoing family surveys to gauge accessibility needs and family experiences in a remote setting. The school will analyze survey data to adjust remote learning plans as needed to ensure equitable access within the school community. The school will focus on the following inquiry areas to support and help problem-solve equitable access within the school community:

- Technology access (hardware and connectivity) Do families have access to the internet?
- Do families have access to a device or what alternatives exist for them to access a device?
- How familiar are students with the device and necessary support to ensure they are familiar with navigating its features?
- What is the capacity of families to support students' educational needs and provide a learning environment conducive to student growth and achievement in a remote setting?
- What are the transportation, meals and child care concerns?
- What are the individual student and family health concerns and fears related to the COVID-19 pandemic?

Based on these results, student support teams and additional services may need to be developed to support non-engaged students and families. Students in special populations, i.e., students with disabilities, English learners, students who are high-risk for COVID-19 complications, may need special, individualized considerations.

Plan A (customary return with all students and staff present in the building) - Every student will receive access to the learning opportunities at Imagine Akron Monday-Friday. All teachers providing instruction are licensed to teach their grade and content area.

Plan B (hybrid model return)- Students will have access to one Chromebook per family to ensure access to online resources, video lessons, an online learning platform, and/or zoom live sessions. We will send out a parent survey to determine technology and internet needs and plan accordingly based on results. For homes lacking internet access, the school will help parents connect to free-Internet sources.

Special education students will have zoom live sessions with their intervention specialist to meet their minutes and IEP goals. If parents request, additional materials can be provided for reinforcement.

We will also provide breakfast and lunch on the days that the students are scheduled to complete their remote learning assignments off site. The staff can be contacted for communication through emails, phone calls, Class Dojo, Monday- Friday during their evening office hours. Parents may set up an appointment at another time if they require another time outside of normal office hours if needed.

Plan C (100% remote learning)-. Students will have access to one Chromebook per family to ensure access to online resources, video lessons, an online learning platform, and/or zoom live sessions. We will send out a parent survey to determine technology and internet needs and plan accordingly based on results. For homes lacking internet access, the school will help parents connect to free-Internet sources.

Identified students with disabilities will have zoom live sessions with their intervention specialist to meet their minutes and IEP goals. The following supports will be used with families of students with disabilities if participation becomes problematic:
- Continue to contact parents
- Document all interventions
- Maintain all required special education documentation and meet mandated deadlines per state and federal law and the Ohio Operating Standards
- Participate in weekly team meetings with the grade level teams during TBT and planning meetings

If parents request, additional materials can be provided for reinforcement. Students will be provided with access to breakfast and lunch at designated stops throughout our area to ensure food security during the remote learning opportunities.

Description of the Professional Development Activities offered to Teachers

Teachers using remote instruction will participate weekly in-person Teacher-based Team Meetings (TBT's) with our academic coach and grade level teams including general educators and special educators. During this time, teams will share best practices and instructional strategies during remote learning. Teachers will receive professional development on using online learning platforms, data analysis, and tracking student participation in remote learning. Continuous coaching and training of teachers will focus on:
- Online digital learning platforms
- Distant Learning instructional resources
- Equity workshops
- Weekly Job Embedded PD – TBT utilizing the 5-step process
- PD based on the current needs and observations within the building

In addition to the academic professional development opportunities, all staff will receive professional development on COVID prevention, symptoms, policies and procedures

Additional professional development learning opportunities to be offered throughout the year include PBIS training, social-emotional learning, reading instruction (phonics, phonemic awareness, guided reading), math instruction, writing instruction, Response to Intervention (RtI/MTSS) and special education.