


School Name	Invictus High School		
School IRN	133835		
Sponsor Name	St Aloysius Orphanage	Sponsor IRN	083246
Board Adopted Date	August 22, 2020	Board President Signature	 President, Board of Directors

Describe the remote learning plan your school intends to implement for the 2020-2021 school year.

Note: If your school has a plan with multiple options (i.e. Option A, Option B, Option C) please explain each option in detail and include scenarios for when those options will be implemented. Remote learning resources are available on the Ohio Department of Education's website [here](#).

As Governor DeWine has [released guidance](#) on schools reopening in the fall, Invictus High School has crafted a plan to resume on-campus instruction during the Fall 2020 Semester in a three-phase reopening plan. The reopening protocol has taken into account the need to provide sufficient physical distance and barriers between faculty, staff, and students, and makes judicious use of time to allow for the school to monitor the ever-changing status of COVID-19 to ensure that health and wellness maintain a top priority for the school.

The school remains aware that the pandemic continues to provide uncertainty despite our best efforts in planning. As such, the school has developed a remote learning plan in the case that at any point after in-person instruction resumes, the school should need to implement a voluntary or mandatory building closure again.

In case of building closure, the school will implement the following learning plan:

Describe how student instructional needs will be determined and documented for the 2020-2021 school year. How does the school plan to assess students' knowledge, skill and competencies?

School-Based Needs Assessments. Incoming students' needs will continue to be assessed via intake assessments, surveys, and/or conversations with the student.

- The Academy and Vocational Intake have traditionally been conducted via a student interview or via Google Forms. This process may be completed via a telephone interview or by supplying the student with the Google form link.
- Wrap-Around Support needs have traditionally been conducted via a student interview or via Google Forms. This process may be

completed via a telephone interview or by supplying the student with the Google form link.

- Student Success Plans are traditionally created utilizing student transcripts and an analysis of that transcript. Faculty and staff often assist in records requests on behalf of our students and potential students. This process can continue remotely, with the analysis done and success plan created and filed digitally. Student success plans become a living document filed in the student's file.
- IEP Analysis & ETR Process will be conducted in accordance with school policy and federal guidelines.

Standardized/State Testing. The school will follow state guidance on state testing, remote testing options for both State tests and MAP testing. The school will administer alternate tests to determine the student's reading level if the MAP test is unavailable for administration in a remote-learning environment. Testing required for special education may be administered via one-on-one testing with a psychologist or virtually in a one-on-one meeting with an Invictus High School Intervention Specialist.

Current Students' needs are assessed in an ongoing fashion by teachers utilizing Apex files and Apex logs as well as credit flexibility projects and other assignments as necessary. Teachers review student's quiz and test scores, teacher scored tests, and student progress daily and weekly as needed, and student deficits are identified and teachers offer additional practice, reset quizzes, and provide additional instruction as needed. Teacher activity and communication efforts with students will be logged in the communication and activity logs.

Describe the method to be used for determining competency, granting credit, and promoting students to a higher grade level.

Competency. Students will be provided with self-directed digital and analog curriculum assignments. Digital curriculum material will be provided via the schools computer-based curriculum, which can be accessed via the school's website from distance locations. Analog assignments and projects will be provided by the school via scheduled drop off/pick up appointments or via physical mail/shipping. Consistent with prior protocol, assignments will take many forms including:

- Quizzes
- Computer-scored tests
- Teacher-scored tests

- Written assignments
- Classroom/virtual discussions
- Project-Based Learning (PBL) – Teacher created supplements and assignment replacements.

Granting Credit. Earned credit will be granted by HQT teachers for students completing mastery-based learning objectives.

Promotion to Next Grade Level. Students will be promoted to the next grade level in accordance with the school policy.

Teachers will establish the expectations of student productivity while maintaining flexibility in our asynchronous learning model. Students will maintain the flexibility to complete assignments at any time. Teachers will support student learning within the parameters of our daily schedule and student-facing Google calendars.

School policies on granting credit and promotion to the next grade level are shared with students and parents via the [student and parent handbook](#), hosted on the school's website.

Describe your school's attendance policy for the 2020-2021 remote learning plan.

In a fully remote model. Attendance will be calculated weekly by attendance specialists and will be allocated to the school day closest to the learning opportunity hours completed. Students are expected to participate in the following learning opportunities, and their activities in the following areas are logged for a cumulative attendance record:

- Distance-learning/electronic curriculum login record, monitoring by teachers.
- Electronic access to school utilities for completion of schoolwork and project-based learning
- Electronic curriculum engagement record
- Attendance staff will contact and log students who are not active via utilization of school utilities and/or utilization of electronic curriculum
- Common contact log of faculty/staff and student/family interactions
- Credit flexibility work
- Career-based intervention work-based learning opportunities.

In a reduced attendance model. Attendance will be monitored via the following tools:

- Individualized student tracking in the event that students attend the school physically or virtually
- Utilizing physical sign-in sheets for days when students physically attend school
- Utilizing any of the methods listed above for attendance monitoring in the fully remote model.

In a full attendance model. Attendance will be logged via physical sign-in sheets.

What learning opportunities will be available to students? How will the school document participation in learning opportunities? For additional support, consider reviewing the TEALS Program guide [here](#).

Consistent with school policy on determining student competency and offering both electronic and analog assignments, projects, and meeting opportunities; the school will continue to provide access to faculty and staff as well as virtual learning opportunities via web-based platforms and meetings. Logs of curriculum activity, teacher assessments of analog assignments, communications logs, and attendance to virtual meetings will be monitored to document student participation.

Provide a statement describing how student progress will be monitored.

Student progress will be monitored utilizing electronic curriculum activity, assessments, and logins. The school will also host online learning sessions and web-based meetings with faculty and staff. Attendance to these web-based meetings will be logged, and all faculty and staff will utilize a common contact log dedicated to each student wherein all faculty/staff and student interactions will be logged. The school utilizes individualized success and learning plans for each student. These holistic success plans will be reviewed monthly for student progress.

In addition to monthly monitoring of the holistic success plans, Homeroom teachers will be attempting weekly contact with every student, and will be utilizing the contact logs, electronic curriculum logs, and review of student progress on credit flexibility work, career-based intervention and work experience, and other student progress daily as they work with individual students and as a part of this weekly review of student progress. In

addition to identifying additional student needs, student progress and growth will be logged and interactions and short-cycle assessment will guide teacher instruction, outreach methods, and assignments to respond to student needs.

Describe how equitable access to quality instruction will be ensured. More information regarding equitable access and local equitable access planning [here](#).

Invictus High School recognizes that our students face barriers to education that may be compounded at times where building access is restricted. To help remove these barriers and ensure that all students maintain access to quality education, even during building closures, Invictus High School will take the following measures:

- All students will have access to a school-owned Chromebook and wifi Hotspot devices upon request to their campus director via email or via [the request form](#) on the school's website. These tools will provide remote access to the electronic curriculum, online learning sessions, and other online instruction by providing both the hardware and software necessary to access and utilize online and web-based educational resources and interventions as well as internet access for students who may not have it.
- Students will be provided with an Invictus High School hosted email to have continuous access to email services and a shared Google calendar for students with fixed schedules of teacher activities, virtual classroom attendance opportunities, web-based meetings, and video conferences, etc.;
- These technological supports will provide students easy access to 21st century skills and infrastructure supporting their remote learning opportunities;
- All teachers in core subjects are highly qualified, and are accessible via email, online learning sessions, telephone, and other web-based technologies for one-on-one instruction and guidance.
- Teacher Based Teams (TBT) will meet weekly to aggregate data analysis based on short-cycle assessment to identify students in need of additional support or interventions.
- Multi-Tiered System of Supports (MTSS) student data and support can be tracked and analyzed remotely and interventions can be offered via remote support through a variety of technologies. Although the student data will remain the same in a remote learning environment, the interventions themselves will be offered remotely.
- Community School Leadership Team (CSLT) monthly monitoring of teacher/remote teaching effectiveness data.

- CSLT monthly monitoring of assessment results and student growth at targeted intervals.
- Residency and contact monitoring will be increased among all faculty/staff and particularly the attendance specialists to maintain communication and assessment of students' needs for individualized support.

Provide a description of the professional development activities that will be offered to teachers.

Teachers will have access to all virtual and in-person professional development sessions offered by Charter School Specialists for the 2020-2021 school year.

Additionally, In addition to focusing on educational opportunities for our students that respects social distancing and voluntary/mandatory restrictions on gathering, the school likewise understands the need to provide continued education and professional development opportunities for our teachers so that their skills and proficiencies remain informed and timely. As such, the school has planned for alternative provision of professional development opportunities should the buildings reclose, which are respectful of distance and the health needs of our faculty and staff.

Professional development needs and opportunities are identified by student performance data. We utilize our school improvement plan to review and analyze the root causes of our own performance weaknesses as well as to identify the needs of our student population. We also consider data from classroom walk-throughs, classroom observations, and input from the academic coach via one-on-one sessions with teachers. This data highlights areas where professional development and education can strengthen our performance and guides the professional development schedule for the year and for individual staff members. Focuses include:

- Restorative justice
- Google certifications
- (NEOnet) DASL training
- Project-Based Learning (PBL)
- Dropout prevention center training
- Trauma-informed instruction
- Diversity/Cultural competency training
- Brain development (particularly in a trauma-affected brain)
- Lives in the balance
- Positive Behavior Interventions and Supports (PBIS)
- Multi-Tiered System of Supports (MTSS, RTI)

- Check and Connect
- Reading and Literacy
- Math
- Graduation
- Attendance
- Career Tech
- Wrap-around supports

Professional development in a remote-learning situation includes the provision of webinars, web-based meetings, and self-guided learning materials. Any in-person events or events requiring travel must be approved by the Executive Director & CEO in writing prior to the attendance of these events and will be considered on a case-by-case basis with emphasis and attention given to current CDC, WHO, and Cuyahoga County Board of Health guidelines on gatherings and distance.

Communication with students, faculty, and staff:

Invictus High School shares information as available and appropriate with internal and external stakeholders through a variety of mediums.

- Students and/or student guardians will receive a daily message via the remind app from their homeroom teacher as a daily check-in. Remind sends notifications to students via email and text message numbers.
- Students and/or student guardians will receive a phone call from their homeroom teacher weekly.
- The school will continue to post information regarding remote learning opportunities in various web-based platforms, including the utilization of news features on the Invictus High School website home page, the school's official social media platforms, and via emails to the students' school-provided email addresses.
- The school utilizes a variety of individually targeted messaging platforms and software such as Remind, Bright Arrow, and Apex messaging to send emails, calls, and texts to students and/or their guardians directly with urgent or individual messaging.
- Phones and faculty emails continue to be monitored and answered, with staff directories posted in conspicuous places on the Invictus High School website and promoted regularly via posts on the school's social media platforms.
- The student handbook and forms for requesting technological support, records requests, etc. are hosted on the school's website landing page in the global navigation bar.
- Consistent with previous practices, school faculty and staff are reached via telephone, school-hosted emails, and a monthly newsletter all intended to share information and updates with all

staff in a timely manner.