



Remote Learning Plan

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The goal of remote learning is to ensure learning continues even though school buildings are closed. Remote learning engages students through a variety of learning opportunities, which can be delivered online and/or offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore the natural world and engage in interdisciplinary and artistic hands-on learning. Louisville City Schools is committed to the three following guiding principles:

Learning must become constant, with time becoming the variable.	The use of curriculum, materials, devices, platforms, time, etc. is rigorous, relievent and learner-centered.	Integrated social/emotional learning strategies that support students health and well-being.
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HB 164 (June 2020) indicates that *“Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year. An adopted plan shall not be subject to approval by the Department. Each plan shall include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level; (3) The school’s attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction will be ensured; (6) A description of the professional development activities that will be offered to teachers...The Department shall make each plan it receives under division (B) of Section 16 publicly available on its website.”*

Consider how instruction will take place? (check all that apply)

- X Teacher-student interaction through online learning platforms
- X Teacher- student interactions, in real-time, through video conferencing mediums
- X Online lessons for student to work on at home
- X Offline lessons and instructional packets for students



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SECTION ONE	INSTRUCTIONAL NEEDS
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<p>Determining Instructional Needs</p>	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Instructional Sequencing Aligned Instruction to Learning Standards Gap Analysis for ELA, Math, Science, and Social Studies Created a plan for IEP and students with disabilities Created a plan for students identified as gifted served with a Written Education Plan (WEP)
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Determining Instructional Needs:

Depending on when the need arises for remote learning, teams will analyze many facets of data to determine instructional needs including but not limiting to: district achievement results from baseline data, preschool transition data, Kindergarten Readiness Assessment (KRA), district K-3 literacy, American College Test (ACT) remediation levels, and standardized MAP data in grades 1-8 reading and math. Additionally, the staff will analyze the results of beginning of the year gap tests. These tests will be given to all students in the district to determine the appropriate place to start with instruction. Finally, Louisville City Schools will also analyze the results of the Comprehensive Continuous Improvement Plan (CCIP) needs assessment. The needs assessment is a comprehensive tool that synthesizes many aspects of the district’s data to help inform the needs of the district.

<p>Documenting Instructional Needs</p>	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Clear instructional plans have been created Clear instructional plans have been communicated with staff, parents, and other stakeholders
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Documenting Instructional Needs:

The district teachers and administrators have been involved in curriculum mapping for several years. Each discipline has a pacing guide which was developed as a collaborative effort. It will be critical at the beginning of the year to determine what standards may have gaps due to the Spring’ 20 COVID shut down. Once gap standards are identified, staff will need to refine and/or modify pacing guides for the upcoming year. The district has scheduled 4 teacher days ahead of the first day with students to begin this work. All staff have common planning and waiver and trade days are built into the schedule, granting time to accomplish the work.



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These instructional plans will be communicated with parents and stakeholders, along with student progress, through multiple communication techniques.

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Determine Competency	What method(s) will be used to determine competency for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
<p><u>Determining Competency:</u></p> <p>The district has a well-defined Ohio Improvement Plan (OIP) team. Within the Ohio Improvement Process, we have three shared leadership teams: the District Leadership Team (DLT), Building Leadership Teams (BLTs) and the Teacher Based Teams (TBTs). The DLT reviews district data and writes goals / strategies / action steps for the district. Our Building Leadership Teams (BLTs) are made up of key decision makers in each building. The primary responsibility of the BLT is to help support and strengthen the TBT's in our buildings. They are knowledgeable in the instructional practices the TBT's are implementing or studying and monitor data to provide feedback to TBT's. Teacher Based Teams (TBT's) include ALL instructional personnel (including intervention specialist, Gifted, EL, Tutors, etc.) TBT's are the most important of the three leadership teams; it is where the rubber meets the road. TBT's are responsible for student learning and growth. They are mini-action research teams that come together to analyze student data (pre / post) and to collectively implement evidence-based strategies across all classrooms. The team will analyze many sources of data (mentioned above) to determine needs. Teams will research and select evidence- based practices. Then, teams will plan for Implementation and implement and monitor the plans. The TBT/BLT/DLT are all responsible to implement our plans. TBTs report progress to the BLT, the BLT reports progress of the building to the DLT and the DLT reports progress to the Board of Education. Finally, we will examine, reflect, and adjust the plan based on data results and input from all stakeholders. These improvement plans will be communicated with parents and stakeholders through multiple communication techniques.</p>	
Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider:



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	<ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
<p><u>Granting Credit:</u> Teachers will communicate content, grades, and success measures by means of our Home Access Center. Teachers will provide feedback to students and parents in a timely fashion. Feedback can include but is not limited to: completion of course work, missing assignments, grades on assignments, conferencing on writing and projects, and results of formative and summative assessments.</p>	
Promoting Students	<p>What method(s) will be used for promoting students to a higher grade level with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p><u>Promoting Students to a Higher Grade Level:</u> The district has in its student handbook the uniform grading scale which is utilized as the basis for grade promotion. Promotion is based upon the combination of course expectations, mastery of content, and successful completion of work. Students and parents are provided interim reports, quarterly grade cards, IEP/WEP progress reports and access to our Home Access Center (online gradebook program). Course grades, per Board Policy, will determine retention or promotion for each student.</p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students
<p><u>Attendance Requirements:</u> Student attendance will be documented in a variety of methods. Some evidence in participation in learning for attendance may include: Daily logins to learning management systems; daily interactions with the teacher to acknowledge attendance such as; messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students; and/or assessing online materials and assignment completion. Follow up measures will be implemented for students not engaging in remote learning such as reaching out to students and parents via email or calling, as well as administration follow up with students and parents, and</p>	



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home visits will be made, if necessary.	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders
<p><u>Student Participation Requirements:</u></p> <p>Student participation will be evaluated by the following: Daily logins to learning management systems; daily interactions with the teacher to acknowledge attendance such as; messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students; and/or assessing online materials and assignment completion.</p>	

SECTION FOUR	PROGRESS MONITORING
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning
<p><u>Monitoring Student Progress:</u></p> <p>Teachers and administrators will monitor data from formative and summative assessments, results from MAP testing in grades 1-8 in reading and math, district benchmark assessments, semester exams, grades on assignments, and progress on IEP/WEP goals. When a teacher or administrator determines that a student is not making the progress needed, a meeting is scheduled with the Intervention Assistance Team to look at various strategies which can be implemented to bring about success for the student. Along with the academic progress monitoring team, our CARE Teams meet regularly to monitor the needs of students and families. The CARE teams look at academic, social and emotional, and family circumstances deterring success of a student. We utilize a “wrap around” approach to provide the necessary supports needed. Lastly, our district has clinical counselors that are available to provide either consultation options or full clinical counseling for struggling families.</p>	



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SECTION FIVE	EQUITABLE ACCESS
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Equitable Access	<p>What is your school district’s plan to ensure equitable access to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access
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Equitable Access to Quality Instruction:

Surveys were created after our Spring ‘20 COVID shut down to determine strengths and opportunities for growth following the remote learning. The district had over 1600 responses and parents submitted nearly 1000 comments providing constructive feedback. The district started a Reset Restart committee consisting of certified staff in all grade levels and buildings, classified staff from all departments, administration, and central office staff consisting of district coordinators. The team listed common themes that emerged from our families and built non-negotiables we could all agree upon moving forward. Through the examination of the feedback, if the district will go fully remote, students in grades K-12 will all be given a chromebook. If families are unable to access technology, all attempts will be made to work with the families to access technology through a variety of measures. If a family is not able to access technology then resources and assessments will be sent home for student completion. Staff will have regular communication with all families to discuss student progress, as well as, success in assessing learning resources.

SECTION SIX	PROFESSIONAL LEARNING
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Professional Learning	<p>What professional development activities will be offered to your school district’s teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
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Professional Learning/Development:

The district has many opportunities for staff development. A technology inservice will be offered August 5th as well as utilizing the first 4 teacher days ahead of the first day with students, along with all staff having monthly technology meetings, common planning and waiver and trade days are built into the schedule. Some of the training will include: Google Meets, Schoology, LOOM, Seesaw, EdPuzzle, Acellus, Edgenuity, Google Engagement Tools and others.



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