



MAIN Preparatory Academy

MAIN PREPARATORY ACADEMY REMOTE LEARNING PLAN 2020-21 SCHOOL YEAR

Main Preparatory Academy proposes to use direct, on-campus learning in keeping with its adopted education plan where possible during the 2020-21 school year. However, Main Preparatory Academy 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. Main Preparatory Academy 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, transportation availability, 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

Prior to the start of the school year, students will be brought in during a pre-scheduled time (no more than 10 students at a time). During this time, teachers will administer the NWEA MAP benchmark assessment. This will allow teachers to identify previous grade level standards that need to be reviewed or taught.

Kindergarten teachers will administer the KRA individually to each upcoming kindergartener. This will happen either face to face or via Zoom depending on the comfort level of the parent.

These assessments will be given in tandem with device distribution. If a student is present for their testing, they will receive their own device that they will use throughout the school year. We will offer parent pick-up as well as individual student testing times if a parent is not comfortable with their child attending a small testing group.

Pacing guides are currently being reviewed by the teachers identifying what standards were covered during the 2019-20 school year in each grade level. The staff will be mindful of direct instruction that was missed the prior year and devote time to teaching missed standards. Common assessments will be developed to identify mastery of those standards and student readiness to move onto the current grade level standards.

All student data will be housed in a common secure document so that all staff have access.

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

At Main Prep, we use a standards-based grading system. Among the instructional resources provided to teachers are short formative assessments to be administered to students after the teaching of a specific standard. These assessments are designed to establish whether a student has mastered each grade level standard. If a student is struggling to meet the grade level standards, our RTI team would utilize our MTSS framework to identify academic needs. We provide targeted, research based, and tiered intervention in order for each child to make, at minimum, a year's worth of growth.

We assess social competencies by using a checklist of expected social competencies per grade level. And, when necessary, we may use a more formal assessment administered by our school psychologist. As with academic struggles, students who struggle with expected social competencies are referred to our RTI team where we utilize our MTSS framework to identify tiered interventions to support social skills competencies.

At Main Prep, we follow the board policy that outlines retention of students. This will also apply to students that are receiving hybrid and online instruction. This policy takes into consideration that the administration and teaching staff can make a final decision on retention based on the needs of each child.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

Students who have chosen to receive instruction using our online programming are required to log onto each scheduled daily classroom session (these sessions may vary from grade level to grade level, but should include a morning meeting, ELA block, math block, science, and/or social studies block, physical education, and twice weekly social skills class). Attendance will be based on total participation including time spent online in Blackboard, time spent offline on timed assignments, and synchronous learning time. Attendance will be totaled weekly with the expectation that students participate an average of 5 hours per day. Students who fail to participate or return work will be considered absent/tardy and appropriate measures taken in accordance with the Board's attendance policy.

Students participating in hybrid learning options will have their attendance monitored and documented using combined hours of at-home and in-class work. Students who are present for synchronous/live streamed lessons will be considered to be in attendance.

Students who physically attend the building must adhere to the board adopted policy on attendance. However, if they are unable to physically attend school, they will be permitted to attend classes online if possible and receive credit for being in attendance for the day.

IV. STUDENT PROGRESS MONITORING

The NWEA is the benchmark assessment that is given three times per year. For those students physically attending school, the test will be given in identified small groups. Students who are receiving instruction online will be asked to come into the building when other students are not in attendance. In order to maintain test validity, the NWEA benchmark assessment will be administered one-on-one by a staff member.

Bi-weekly progress monitoring will occur for any student who is receiving Tier 2 or 3 intervention. This tool will be specific to targeted intervention a child is receiving.

Short common formative assessments are given after the teaching of a specific standard or cluster of standards. These assessments are used to drive instruction and determine intervention needs and/or groupings.

Teacher based teams meet weekly to review student data. This time is dedicated to determining the needs of individual students that are struggling to master expected grade level standards.

Students who are still struggling to meet grade level expectations will receive tiered intervention that may include increased instructional time either in person or online, small group support, and/or one-on-one skill practice.

V. ASSURANCE OF EQUITABLE ACCESS

The school and parents will collaboratively decide on the instructional delivery format for individual students. Each child working in virtual or hybrid instruction will receive a device that will be used for learning during the 20-21 school year. All lessons will be livestreamed for viewing, recorded, and posted on the LMS for students learning at home. All students will be assessed on standards using the same benchmark assessment, standards-based common assessment, and unit assessments. All classroom materials, textbooks, and student workbooks will be made available to students learning from home. Parents will be invited to information sessions where they will learn about different strategies for making home learning successful, learn how to navigate the online learning management system, and learn where to get school support for any issues they might have with home learning.

Those parents that do not have access to internet will be given free resources in order to access a "hotspot."

Teachers will hold virtual office hours where students may access support on guided or independent practice that may be difficult for them.

All students will participate in our PBIS programming and be able to earn daily, monthly, and quarterly rewards. Expectations for classroom learning and online learning will be posted and made clear to all the students.

All students will participate in PE activities as well as social skills classes.

Students with special needs will receive all services as determined by their IEP goals. Related services will be provided online for those families that are opting to stay home. If necessary, services may be provided in person at an alternate location or when all other students are out of the building. This will be based on parent comfort levels.

Students who are not meeting grade level expectations will be referred to our RTI team. They will receive services as outlined in our MTSS framework. Intervention time will include live lessons during an identified intervention time as well as skill practice and progress monitoring.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

All staff will receive training on the use of Blackboard, Main Preps identified learning management system. This will also include lessons on "online presentation and etiquette."

All staff will be trained on the symptoms and, prevention of COVID-19.

All staff will be trained on COVID-19 safety protocols as well as procedures to follow if a student tests positive for coronavirus or staff members themselves experience symptoms or test positive.

All staff will be trained on effective PBIS strategies to use both in the physical classroom and for those learning through virtual or hybrid options.

Date of Board Approval:

DocuSigned by: July 27, 2020

Authorizing Signature for the Board:

James George

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