



NOBLE ACADEMY CLEVELAND

REMOTE LEARNING PLAN

2020-21 SCHOOL YEAR

Noble Academy Cleveland proposes to use direct, on-campus learning in keeping with its adopted education plan where possible during the 2020-21 school year. However, Noble Academy Cleveland intends to offer a virtual academy option for scholars with personal or health situations that warrant such an option for the school year or portion of the school year. Noble Academy Cleveland will also deliver instruction through hybrid and/or virtual academy options if full or partial closure of the 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 scholars, staff, and community.

Depending on the circumstances, students in Phase A will be in attendance 100% of the time in the school building. Students will also have the option of being enrolled in a 100% virtual learning option for those parents concerned with having their child(ren) return to in-person instruction.

Phase B will have students participate in a hybrid learning option with attendance 4 days a week in school and 1-day remote learning for grades kindergarten through fifth and 2 days a week in school and 3 days remote learning for grades six through eight. Again, a 100% virtual learning option will be offered for those parents concerned with having their child(ren) return to in-person instruction.

Phase C will have all students participate in 100% remote learning.

Details of the remote learning plan are included in the sections that follow.

I. DESCRIPTION OF HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED AND DOCUMENTED

Noble Academy will administer STAR Early Literacy, Reading, and Math assessments in the first month of school and then every six weeks throughout the school year. At the beginning of the school year this assessment data, along with prior academic records, will highlight areas of mastery along with learning gaps that will need to be addressed in classrooms. Scholar needs will be compiled from these assessments and documented via the Concept Schools student information system. Teachers will be able to better identify critical areas of focus and more appropriately plan for differentiated instruction.

In addition, these assessments will give teachers and administrators insight into individual scholar needs, as well as areas to address within each class. This data will be used to make informed decisions regarding lesson planning to meet individual and classroom needs. Also, the data will allow Noble Academy to determine at what level scholars are placed in Noble's



Response to Intervention (RtI) process, in addition to who should receive Title I Reading or Math support during the FY21.

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

Competency and promotion will be determined based on the scholars' academic progress. Completed remote learning assignments (bellwork, classwork, homework, essays, tests/quizzes, fluency assessments), as well as participation in discussions with classroom teachers via Zoom and/or Google Meet, will be used to determine scholar's mastery of material and learning standards and subsequent promotion.

Assessments will be administered online through Seesaw (grades K & 1) and Google Classroom (grades 2-8). Teachers will observe scholars completing their assessments using GoGuardian to ensure academic honesty. Scholars who qualify for tier 2 or tier 3 of the RTI program will work with Reading and Math support teachers via Zoom/ Google Meet to additionally support scholars' acquisition and understanding of the material.

All scholars, including those served through remote learning, will meet Board policy requirements for promotion. Noble Academy's promotion policy states that scholars must have passing grades in all four of the following core subjects: Language Arts, Mathematics, Social Studies, and Science. Scholars must have at least an accumulative GPA of 1.0 in a school year to pass a class. The grading scale is based on a 4 point scale. In addition, 3rd-grade scholars must have reached the promotion score on the reading subtest of the state test or state-approved alternative test in order to be promoted.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

All students will be expected to follow the school daily schedule during remote learning. Attendance will be taken for scholars who are signed on and present for live class sessions via Zoom/Google Meet.

In addition, attendance will be tracked via the completion of tasks and assignments through SeeSaw and Google Classroom. Similarly, Go Guardian will be used to track sites and scholars' login times and durations. Overall attendance will be calculated based on the combination of online hours logged, offline assignments completed, and participation in synchronous learning sessions. Scholars and families will need to make up time if they were absent or could not participate in live sessions by other means. Teachers may hold additional sessions to assist families with extenuating circumstances and schedules.

School personnel will follow Board-adopted truancy policies when a scholar fails to participate in or attend remote class sessions. School personnel and parents/guardians will be in regular communication regarding attendance and completion of assignments.



IV. STUDENT PROGRESS MONITORING

Teachers will conduct ongoing progress monitoring during class sessions through Zoom and/or Google Meet with the whole class, small groups, or individuals. Teachers will use data collected from the following items, but not limited to bellwork, homework, classwork, weekly assessments, participation in class discussions, samples of written/typed work, fluency assessments, data from a curriculum-based measurement program, and anecdotal notes to monitor progress. Additionally, school personnel will review data from formative and summative assessments in each content area. Star Early Literacy, Reading, and Math assessments will provide valuable information to teachers and administrators regarding academic proficiency and the possible need for intervention.

A building Response to Intervention (RtI) team consisting of administrators, teachers, and Intervention specialists (when appropriate) will meet at least quarterly to monitor scholar progress, make instructional adjustments, and modify support services as circumstances warrant. Parents/guardians will receive score reports from the STAR assessments, as well as regular communication from school personnel. Teachers and Administrators will use a variety of methods to communicate scholar progress and achievements.

V. ASSURANCE OF EQUITABLE ACCESS

Noble Academy will make efforts to ensure that all students have equitable access. Each scholar will be provided with a Chromebook for instructional use. Families without appropriate internet access will be provided with a hotspot for use in their homes. Any needed technical support or repair will be provided by the school. Parent and scholar training of technology platforms, programs, and tools for academic purposes will be provided as needed. All aforementioned items will occur at no expense to families or scholars.

Scholars will participate in synchronous virtual sessions with the teacher. Also, all synchronous content area lessons will be recorded and made available for scholars to reference at later times using Seesaw and Google Classroom. Based on progress monitoring/assessment and parent feedback, if a scholar is unable to effectively progress with the curriculum as presented online, the team will meet to determine if additional support is needed.

All extended services will be provided remotely, including but not limited to tutoring, RTI, mental health services, special education services, 504, ELL, evaluation processes through school psychologists, occupational therapy, and physical therapy.

Noble Academy will make sure all expectations are presented in a clear, concise manner that is accessible across media platforms and in appropriate languages. School personnel will



communicate regularly with scholars and families to ensure social-emotional, academic, or technology needs are addressed appropriately.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

Noble Academy will be addressing key areas of professional development this school year. Specifically, we will be focusing on distance learning, social-emotional learning, and COVID-19 preparedness. We will be assigning the following professional development sessions, but not limited to:

- Use of LMS - Google Classroom Certification (teachers in grades 2-8), SeeSaw Certification (teachers in grades KG-1)
- Use of online curriculum resources and supports such as Study Island (grades 2-8), Journeys-ELA (KG-5), Collections-ELA (6-8), GoMath (KG-5) or McGraw Hill Math (6-8), Renaissance Star Assessment reports (Early Literacy, Reading and Math K-8)
- Health and Safety including, but not limited to COVID19 awareness and preparedness, hygiene and sanitization, multiple layers of health protections, appropriate use of PPE, modifications to safety drills (fire, tornado, intruder, etc.)
- Social-Emotional Learning and Support
- Updates to school policies and procedures in response to COVID-19

Date of Board Approval: 8-20-2020_____

Authorizing Signature for the Board: Donald Malloy

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