



NOBLE ACADEMY COLUMBUS

IRN:008280

REMOTE LEARNING PLAN

2020-21 SCHOOL YEAR

NOBLE ACADEMY COLUMBUS “NAC” proposes to use direct, on-campus learning in keeping with its adopted education plan where possible during the 2020-2021 school year. However, NAC intends to offer a virtual academy option for students with personal or health situations that warrant such an option for the whole or partial school year. NAC 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 orders, Governor’s orders, or administrative decisions based on safety and health interests of our students, staff, and community.

Depending on the circumstances students in Phase A will be in attendance 100% of the time at school with students having the option of doing 100% remote learning for those parents concerned with having their children back in school.

Phase B will have students in hybrid learning with attendance 4 days a week in school and 1 day remote learning, or 100% remote learning. We anticipate opening the school under phase B.

And Phase C is all students are 100% remote learning.

1- DESCRIPTION OF HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED AND DOCUMENTED

NAC will determine students’ instructional needs based on vendor assessments called STAR for Reading and Math as well as NWEA for Science. These vendor assessments will be administered at the beginning of the school year at school while observing all social distancing and safety protocols from ODE. STAR Reading and Math and NWEA Science will also be administered in the Winter and Spring for all grade levels to assess student growth. These will all occur on campus however in the situation where we must change to full online instruction they will be done remotely with proper

training for parents. Along with these assessments, teachers will create their own classroom assessments to diagnose the students' level of knowledge. All assessments will determine students' performance levels and teachers will use this testing data to provide appropriate support to students.

In addition, K-5 students will be working with Freckle Math which is the adaptive online program with STAR that will provide students academic material related to their scores on STAR. Students in grade 6-8 will use Aleks online program with Reveal Math as an additional online resource as support. Teachers will also use these online programs to provide students additional instruction in the current grade level standards and will also inform the teacher of the skills the student has mastered as well as needs to receive additional practice. For reading, support will be provided through Lexia for grades K-8.

Based on these diagnostic scores students will be leveled Tier I, Tier II, and Tier III. Students in the higher Tiers will be provided additional support from the reading and math intervention teachers and progress will be monitored by the AP Academics, RTI Coordinator, and classroom teachers. Students in Tier 2 and 3 for reading will also be receiving support through Lexia. Teachers will monitor progress and devise lessons based on student need according to their program. Every 4-6 weeks, grade level teams with administration will come together to meet to discuss the progress of the students classified as Tier 2 or 3. Staff will examine document collected from the vendor and teacher-made assessments in Concept Schools' information system to fully answer the following questions:

- 1-What is the student's present level of performance (on track or off track)?
- 2-What skills should he/she have mastered to be on track for the grade level?
- 3-How can we help him/her get closer to on-track?
- 4-Is there adequate progress being made?

Based on the data collected from the diagnostic assessments and classroom assessments, we will document student needs, and create student groups or tiers of support. Students' instruction will be based on their needs after meetings with related parties: admins, teachers, RTI coordinator, and the parent. The teacher and support team will provide the right instruction to the individual students, such as one to one instruction or small group, extended time, differentiation in the classroom, etc. Students will be provided more exercise to improve their performance. Their progress will be monitored during these 4-6 weeks between meetings with assessments from STAR, BAS, and other educational resources. After the progress monitoring assessments, staff may update or change the plan for the student. Parents will be informed of their student's progress.

2-METHOD TO DETERMINE COMPETENCY, GRANT CREDIT AND PROMOTE STUDENTS TO A HIGHER LEVEL

Student competency will be determined by standards based assessments provided by the classroom teacher. In grades K-5, students will earn scores as follows: 4-Advanced (student is working above the grade level standard), 3-Proficient (student is meeting the required level of performance of the standard), 2-Basic (student is working towards proficiency of the standard but inconsistently), 1- Below Basic (student is consistently working below performance standard), 0-Not enough work completed to score. For grades 6-8, students will earn scores of A-F on the report card which will be determined by standards based assessments and participation. Credit for classes will be earned by board approved policies. They will be required to complete lessons on Edgenuity. In grades K-5, students will be promoted based on their mastery of standards based assessments. Progress will be monitored throughout the year and appropriate steps in the RTI process will be taken to provide the student the best education for successful completion of grade level. Classroom teachers and admin team will come together towards the end of the year to determine if the student will pass based on factors such as performance on standards based assessments, progress meeting goals in RTI, attendance, etc. Students will be promoted in grades 6-8th based on our approved board policy required for promotion.

3-ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

NAC will be using two platforms to document participation in learning opportunities: Seesaw (K-4) and Google Classroom (5-8). Google Meets will be the digital platform for video conferencing. Attendance will be monitored partially through the timely completion of tasks assigned on these two platforms. There will also be a daily check-in for remote learning days. The quality of completion will not be considered for attendance purposes, but blank submissions will not meet the requirement of attendance. For students utilizing school chromebooks (3rd-8th) teachers will also be able to use our oversight program, GoGuardian, to ensure students' participation in class. This program compiles a log of the websites and times of access associated with the school assigned email. A schedule will be created for each student. For students participating in the hybrid model, they will be required to attend the in-school sessions and complete assigned material on the remote learning days where teachers will be able to see if they are signed in and the number of minutes they have been working on the program. A school day will be defined as an average of 6 hours per day of participation, reconciled weekly on Monday for the prior week. School personnel will follow Board-adopted truancy policies when a

student fails to participate or attend online/hybrid sessions. For students that are online only, there will be a daily check in system as well as attendance will be monitored through work submission. Students will also be required to watch assigned instructional videos uploaded to Seesaw or Google Classroom. Grades 6-8 will be using Edgenuity for their online classwork and instruction.

4-STUDENT PROGRESS MONITORING

Student progress will be monitored by reviewing test data from weekly standards based assessments. Students will also complete work and submit prior to the next in-class instructional days via online submission through Google Classroom or Seesaw. Progress will also be monitored through our online programs. STAR Reading and Math will be administered at least three times a year to check progress and modify instruction during the school year. Grades K-5 will use Freckle to monitor progress in math which uses the data gained from the STAR assessment. All students will be using Lexia to monitor reading progress. Teachers will review student progress on goals set by STAR assessments as well as teacher assigned standards practice. In all grades, teachers will use standards based assessments to monitor student progress. Intervention and EL teachers will utilize Lexia to regularly access this data to differentiate lessons in the classroom as well as provide small group instruction on areas of difficulty for the students. STAR CBM also will be administered by the reading intervention teacher for progress monitoring specific skills in reading.

RTI teams consisting of the ELA and Math Department directors, IS, EL and classroom teachers will meet every 4-6 weeks to review the data from the programs and small group instruction. This may be a virtual meeting or in person depending on the mode of instruction for the school. Parents will be involved in the process by receiving score reports from the STAR assessment as well as regular communication with classroom teachers. Parents will also receive explicit directions on accessing Google Classroom, SeeSaw, Lexia and Freckle to partner with staff in the education of their students. Teachers and Administrators will use a variety of methods to communicate student concerns and achievements. Some options for communication include ClassCraft or Dojo messages, class news announcements, school reach email, message and/or phone call.

5-ASSURANCE OF EQUITABLE ACCESS

Noble Academy will work diligently toward the goal of all students having equal access to education. During the summer break we reached out to families via an online survey to assess their needs. Prior to the beginning of the school year, staff will reach out to families again via phone, email, and/or message to address their needs for the school

year which may include, but not limited to transportation, internet access, etc. Throughout the year, staff, including our school social workers, will continue to reach out to families to address needs and provide the tools to obtain them. Training on online platforms will be provided for families prior to the start of school.

During this upcoming school year, each student will be provided either an iPad or Chromebook dependent upon their grade level. Families that communicate the need for assistance for internet connection will be provided that resource from the school. Both hotspots and chromebooks are given at no cost to the student unless the parent decides to purchase insurance on the items for damage or lost devices.

We will employ a hybrid learning model that expects two days of synchronous learning on campus. Families that elect online only during this hybrid model will be provided with videos of instruction during the times the student would have attended school as well as any other resource that is available to students attending in person. Families may not transition from hybrid to online without school notification and approval. Students electing the hybrid model that may face a hardship that limits participation in a synchronous environment (such as sickness, transportation issue) will be permitted to access video of the class through Google Classroom or Seesaw as well as all class work activities.

Special Education and EL Services will be provided either onsite or digitally depending on the needs of the student's circumstance. All service minutes will be documented and available for review by the appropriate stakeholders to ensure continuity and equity of services. RTI Services will be provided and documented in the same way.

6-DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

Listed below are professional development activities that will be offered to teachers at the beginning of the year and throughout on an as needed basis:

1. How to connect with school families and communities during distance learning
2. Effective teaching in an online classroom
 - a. Introduction to Seesaw (K-4)
 - b. Introduction to Google Classroom (5-8)
3. Using our online academic programs
 - a. Freckle Math (K-5)
 - b. Lexia Reading (K-8)
4. How to utilize our diagnostic assessments
 - a. STAR (Reading and Math K-8)

- b. NWEA (Science 3-8)
5. Creating an equitable learning environment
6. PBIS procedures and expectations in a hybrid classroom model
 - a. ClassDojo (K-2)
 - b. ClassCraft (3-8)
7. Social and Emotional Learning and Health for Students
8. Operations of the building under this “new normal” (safety measures and health guidelines including proper cleaning)
9. COVID 19 awareness, mental health issues, and impact on staff and students.

Links to training, videos, and staff contacts for these topics will be provided. Professional development from vendors and department heads is being provided for the next school year to familiarize staff with the programs and supports available. Professional development regarding teacher expectations and support is also required. These PD activities are being offered throughout the summer and prior to school opening in the fall.

Date of Board Approval: 8-11-2020

Authorizing Signature for the Board: Michael B Pratt

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