

<b>School Name</b>	Orchard Park Academy		
<b>School IRN</b>	016837		
<b>Sponsor Name</b>	St Aloysius Orphanage	<b>Sponsor IRN</b>	083246
<b>Board Adopted Date</b>		<b>Board President Signature</b>	

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](#).

The K-8 team met throughout the summer to create multiple, potential scenarios for the education of our students for the 2020-2021 school year. Our goal is to ensure that learning continues even though the school is temporarily closed. We kept three guiding principles in mind: 1. The health and safety of our students and staff, 2. What is best for students, and 3. Flexibility. We decided to align the scenarios with the corresponding health advisories (OPHAS) set forth from Governor DeWine. We also surveyed our families to determine what their prevalent options would be for reopening. The response from the parents was overwhelmingly in favor of beginning 100% remote. In addition, we monitored the reopening plan of the Cleveland Metropolitan School District (CMSD.) Our school is located in the city of Cleveland and dependent upon CMSD for transportation.

**We decided upon the following options:**

Option A, OPHAS Levels 3 and 4: 100% Remote

Option B, OPHAS Levels 2 and 3: Hybrid Model with students assigned to one of two cohorts

- Cohort A would attend school on Monday and Tuesday
- Cohort B would attend school on Thursday and Friday
- Wednesday would be set aside for deep cleaning and teacher planning, professional development, and TBT meetings
- Students would work remotely on the days they are not present in school
- We would take into consideration our population of students with special educational and emotional needs and make any adjustments with the cohorts and report dates

Option C: OPHAS Level 1: All in person learning.

Due to the current OPHAS level in Cuyahoga County, and CMSD's decision to begin with remote learning, we adjusted our start date to begin September 8<sup>th</sup>, 2020 with Remote Learning. We have the first nine weeks to monitor and modify the instructional plan based on OPHAS levels and staff and family input. We currently have families asking for remote learning for the duration of the 2020-2021 school year. We are meeting now to determine how to make that scenario work as we want to offer our families many options.

Our management company, Oakmont Education, supports the work of Forrester Education, a branch of the company that manages the K-8 schools. The company worked collaboratively with a cross section of stakeholders to establish health and safety guidelines from the recommendations by the



CDC and the Cuyahoga County Board of Health. In addition, we hosted a site visit from PSI, who walked the school and made many recommendations that we have put into place. In addition, our CEO visited each school and presented the Forrester Reopening Plan to staff. The plan details the vision, precautions, employee information and HR implications. Each staff member received a policy that they signed and dated. We have printed signs, social distancing floor stickers, and purchased hand sanitizing stations, a thermal scanner, masks, thermometers, and other resources needed for safety and health. Finally, we are setting up classrooms and working with staff to ensure that the guidelines are adhered to in the time of COVID.

**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?**

To begin the discussion, the K-8 team reviewed all of the documents from ODE in the Reset and Restart Resources. We discovered excellent ideas and tools to help us plan for our students' instructional needs. We know that we need to start by assessing each student to determine learning gaps. We decided to bring small groups of students in for one day before school starts, beginning August 31<sup>st</sup> and concluding on or around September 5<sup>th</sup>, to meet their teacher and fellow students, pick up computers and supplies, and take a few assessments. Along with the traditional beginning of the year NWEA assessment (administered three times a year), teachers will be utilizing some of the assessments in the Student Readiness Math and ELA Toolkits. The ELA teachers will use the ELA Passage Text Sets. Math teachers will review and utilize the Student Readiness Assessment Items.

The Student Readiness Gap Analysis will be completed for each student. This tool will be used all year as we keep track of the students' acquisition of skills. Teachers will revise curriculum and pacing guides based on the information. In addition, students on RIMPS, IEPs, 504s and EL , will have a modified curriculum as well.

It is important for us to establish baseline data for each student, classroom, grade level and content area. We document all assessment data in Data Trackers. The data is entered for each student. The teachers create goals for each student based on the preliminary data and the growth we want each student to make prior to the next benchmark assessment. This data yields a performance index score that we track as the year progresses. Within this document, and through Data Talks, we can create intervention groups, determine and track interventions, and monitor progress. We also have Data Walls posted at the school for students in all grades. We track the progress of students "on track" to meet the TGRG in grades Kindergarten through 3<sup>rd</sup> grade, and the current ELA and Math levels for each 3<sup>rd</sup> through 8<sup>th</sup> grader.

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

We will follow our existing grading policy and student handbooks for reporting grades, determining competency, and granting credit for all students, including the time spent in remote learning. These data points inform promotion and retention in grades K-8, in accordance to board policy. The Director



will meet with teachers to establish minimum expectations for the frequency of data entry of grades into our student information system for the purpose of timely communication to families and feedback to students and families. Parents of students at risk of passing courses will be notified prior to the mid-way point in the quarter. Teachers will monitor students' completion and performance on classwork, assignments, and assessments. We will work closely with students and families.

Our traditional grading system consists of letter grades and marks in the content areas of reading, math, social studies, science, and ELA. Students receive a Satisfactory or Unsatisfactory grade in special classes. Students will have multiple opportunities to complete missing work. If a student or family becomes ill due to COVID, we will work through those situations.

Retention concerns will be addressed on an individual basis and with our RTI team. The team will consider multiple factors:

- Attendance patterns
- Academic growth
- Level of social emotional development
- Any other factors presented.

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

We understand that there will be more barriers to attendance during the 2020-2021 School Year given COVID. The school will follow the guiding principles for tracking attendance in a remote learning setting put forth by the Ohio Department of Education. These steps are what we have already traditionally followed:

- Maintain contact information with all families and students
- Build strong relationships with families and students
- Survey families for needs and provide resources
- Pay attention to health and safety
- Continue to emphasize the critical role of student presence and engagement
- Support the whole child.

Student attendance will be documented daily using the Academic Tracker. The Academic Tracker was designed to document students' participation in daily learning opportunities in hour increments. These could occur through a variety of ways, such as online learning, Google meeting, open office hours for teachers via Google meets, or in conference as part of a small group. Teachers will stream either a live feed or a recorded class session and will track which students log in. Teachers will also post questions that require a student to log in to answer.

Daily attendance will then be transferred into the Student Information System in DASL. Excused absences will be accepted and documented for all reasons outlined in the current attendance policy.

The school will follow Ohio law, which requires that any student, who without legitimate excuse, fails to participate in 72 hours of learning opportunities offered to the student by the school, shall be

withdrawn. Frequent attempts will be made to contact those students not attending school or the school offerings. If there is no documentation of participation, the student will be withdrawn.

**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](#).**

Students will be provided with a daily schedule and will have multiple asynchronous and synchronous options, such as online learning, videos, Google meeting, open office hours for teachers via Google meets, or in conference as part of a small group. Students are expected to participate in school in accordance with the schools' schedule of classes via logging in, posting an assignment, answering a question in a video, completing a task, logging on to an online resource, etc. All data will be kept in the Attendance Tracker.

For example, **Kindergarten and First grade students** will follow a schedule similar to the one below, with the caveat that live sessions are held Monday, Tuesday, Thursday, and Friday and that when students are not participating in a session, they are completing work and/or working in Moby Max or RazKids. Teachers will also offer remote learning office hours.

9:00 Morning Calendar (Videotaped)  
10:00 Foundations (Live)  
10:30 Moby Max (Reading 10 minutes and Phonics 10 minutes)  
11:00 Group 1 (Live)  
11:20 Group 2 (Live)  
11:40 Group 3 (Live)  
11:40-12:10 Reading A-Z (Live)  
12:10 Lunch  
1:15 Math Lesson (Videotaped)  
1:30 Group 1 (Live)  
1:50 Group 2 (Live)  
2:10 Writing A-Z (Live)  
2:35 Specials (Live)  
3:15 RazKids

**Middle School students** will follow a schedule similar to the one listed below, with the expectation that when students are not participating in live sessions they are working on assigned classwork and Moby Max. The live sessions are on Monday, Tuesday, Thursday and Friday.

**ELA:**

9:30 Moby Max  
9:50 Specials (Live)  
10:30 Group 1 (Live)  
11:00 Group 2 (Live)



11:30 Group 3 (Live)

**Social Studies and Science:**

12:00 Whole Group (Live)

12:50 Lunch

1:30 Moby Max

**Math:**

2:00 Group 1 (Live)

2:30 Group 2 (Live)

3:00 Group 3 (Live)

All middle school teachers will also offer office hours.

**Provide a statement describing how student progress will be monitored.**

We know that we need to start by assessing each student to determine learning gaps. We decided to bring small groups of students in for one day before school starts, beginning August 31<sup>st</sup> and concluding on or around September 5<sup>th</sup>, to meet their teacher and fellow students, pick up computers and supplies, and take a few assessments. Along with the traditional beginning of the year NWEA assessment (administered three times a year), teachers will be utilizing some of the assessments in the Student Readiness Math and ELA Toolkits. The ELA teachers will use the ELA Passage Text Sets. Math teachers will review and utilize the Student Readiness Assessment Items.

The Student Readiness Gap Analysis will be completed for each student. This tool will be used all year as we keep track of the students' acquisition of skills. Teachers will revise curriculum and pacing guides based on the information. In addition, students on RIMPS, IEPs, 504s and EL , will have a modified curriculum as well.

It is important for us to establish baseline data for each student, classroom, grade level and content area. We document all assessment data in Data Trackers. The data is entered for each student. The teachers create goals for each student based on the preliminary data and the growth we want each student to make prior to the next benchmark assessment. This data yields a performance index score that we track as the year progresses. Within this document, and through Data Talks, we can create intervention groups, determine, and track interventions, and monitor progress. We also have Data Walls posted at the school for students in all grades. We track the progress of students "on track" to meet the TGRG in grades Kindergarten through 3<sup>rd</sup> grade, and the current ELA and Math levels for each 3<sup>rd</sup> through 8<sup>th</sup> grader.

Teachers participate in Data Talks, every other week. We review available, current common assessment data and group students based on instructional need. Students groupings are flexible as stated are moved based on need and response to instruction and/or intervention. Teachers review data at weekly TBTS as well. At TBTs, teachers discuss the impact of instructional strategies and



curriculum resources. We also complete frequent monitoring for formative assessments via running records and short cycle assessments.

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

Historical inequities have created unfair and unequal health and socioeconomic realities for families in Northeast Ohio, an unfairness that COVID has compounded. We must take this opportunity to launch an equitable reopening that takes into account the needs of our students and families. Therefore, we will ensure that all students have access to grade level content in ways that meet their individual needs, while also considering their home learning environments.

Every student will be offered the same learning opportunities. For remote learning to be effective, all learners must have equal access to technology- hardware, software- and the internet. Students and families have all been surveyed and we know which families need support with Wi-Fi and internet. We are currently writing grants and allocating CARES funds to obtain hotspots, pay for internet, purchase more computers; whatever is necessary for all students to have the same resources.

In the spring we delivered work, computers, food to families that were in need of the resources and unable to drive to school. We offered summer food programs and technology to families who wanted to continue to learn.

The Special Education team has met and created a plan for instruction that will wrap around support for learners. The school will maintain communication between teachers and families of students with disabilities. The Intervention Specialists will reach out to identified students to discuss the students' needs, ensuring compliance with accommodations. Intervention Specialists will provide instructional services as well as hold ETR, IEP meetings.

**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. In addition, many teachers take classes through the ESC, at online colleges, and through webinars.

Additionally, the following professional development was provided this summer for our teachers, with many topics continuing throughout the year:

- Forrester Reopening
- Google Classroom
- Technology (Video cameras, Elmos)
- Using online platforms (Moby Max, Reading A-Z, etc.)
- Goalbook
- Lucy Calkins (Middle School ELA)

- Leveled Literacy Intervention (Fountas and Pinnell) Grades 2 and 3
- Social and emotional needs- Live School, PBIS, Second Step
- Overview of ODE Student Readiness Toolkits
- Revision of Pacing Guides and Curriculum
- New Teacher Orientation
- OTES 2.0.

