

**(2020-2021 REMOTE LEARNING PLAN**

Patriot Preparatory Academy	
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8/13/2020	Cathy E Burkly

**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.**

Patriot Preparatory Academy's (PPA) Administrative Leadership Team will regularly assess the health and safety guidance and requirements of the Ohio Department of Health as well as the Departments of Health for Franklin County and Columbus City.

PPA surveyed all families regarding their preferred learning model. Grades K-5 were offered three options (100% online, hybrid, and 100% classroom). Grades 6-12 were offered two options (100% online and hybrid). Students using 100% online learning model will complete their school work virtually through online classes administered by teachers. Students doing the hybrid model will attend in-person in classrooms of 8-12 students based upon classroom sizes and social distancing requirements two days per week and attend school virtually the other three days. Students doing the 100% classroom model will be in reduced size classes adhering to social distancing requirements.

The options available at any given time will be determined by the Administrative Team based upon guidance. For example:

- Guidance keeps students at home (K-12 will be 100% online)
- Guidance limits student's attendance (K-12 will be hybrid and 100% online based upon parent selections)
- Guidance allows for schooling with social distancing (all three options will be provided based upon grade levels and parent selections)

**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?**

Student instructional needs will be determined based upon in-class diagnostic testing, the NWEA MAP assessment, and teacher recommendations and anecdotes from 2019-2020. The MAP data is stored in Progress Book's data map software and uploaded into Exact Path for Mathematics and Reading. All teacher diagnostic and assessment data are recorded and available to students and parents on Progress Book.





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Overall progress will be determined by using the MAP assessment at the beginning and the end of the year to track progress in Mathematics and Reading. Other core subjects will use common assessments from year to year to estimate growth and progress compared to previous cohorts of students. If available, the school will use state assessment results to further measure student growth and determine if students have met the State of Ohio Learning standards. Exact Path assigns and tracks individual progress mathematics and reading.

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

PPA will continue to use the Grading Policy and Procedures to determine if students demonstrate their competency in a subject area. The fulfillment of requirements will determine if students receive credit for completing a course and are promoted.

Teachers will assess student work against the State standards and calculate grades based upon the sub-school's grading procedure (Elementary, Middle School, and High School).

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

Attendance will be required for all students and truancy will be tracked as required by the state.

Attendance will be recorded differently based upon the learning model students are participating in.

100% online learning:  
Students will be required to login daily, complete assignments and meet with their teacher virtually on a weekly basis.

Hybrid:  
Student attendance will be taken as normal on the two days they are in the school building and will be required to login daily and complete assignments on the three days they are learning remotely.

100% classroom:  
Student attendance will be taken daily by the teacher.

Absences will be reported to the school as required by school policy regardless of the learning model students are participating in.





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**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](#).**

100% online learning:

Students will be required to login to the learning platform daily and complete assignments. The record of their logins and completed assignments will be time stamped. Additionally, the teacher will make a record of all students who join the weekly virtual meetings.

Hybrid:

Students will participate in teacher lead learning on the two days at school and attendance will be taken. The three days of remote learning will require students to login in daily and complete assignments. The record of their logins and completed assignments will be time stamped.

100% classroom:

Students will participate in teacher lead learning daily and attendance will be taken.

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

Student progress will be monitored through PPA's student information system, Progress Book. Teachers, parents, and students can track the results of individual assessments and activities through Progress Book. Teachers, parents, and students can track the overall results of courses through the quarterly report cards. Teachers, parents, and students can track their progress in Reading and Mathematics through student results on the MAP twice a year and the ongoing progress in Exact Path.

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

Students with an IEP/504/ELL plan will receive accommodations and modifications based upon their individual education needs regardless of which learning model is selected. Students participating in the hybrid model and have a plan will attend school for an additional day to ensure their goals and educational needs are being met. This is accomplished by having the Student Services Administrator involved in the scheduling of students to ensure the needs can be met logistically.

**Provide a description of the professional development activities that will be offered to teachers.**



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Teachers will have access to all virtual and in-person professional development sessions offered by Charter School Specialists for the 2020-2021 school year.

Additionally,.....

Covid-19 Supplemental Handbook - Training on the policies and procedures adopted by PPA during the Covid-19 pandemic.

Keeping Everyone Safe - Training on correct use of PPE, cleaning procedures, and disposal.

Remote Instruction Pedagogy - Establishment of deliberate and effective online education practices (UDL, backwards design, SAMR, 5 E's).

Google - Training on the Google apps and features as a platform to lead and manage virtual learning (Drive, Classroom, Slides, Forms, Meet, Sites, and Teacher Portal).

Exact Path - Training for Grade 1-12 English and Mathematics teachers on integrating Exact Path into their teaching learning.

Study Island - Training for Grade 3-12 English, Mathematics, Science, and History teachers on integrating Study Island into their test preparation

Addressing the Needs of All Students - Training on how to differentiate and support all students while they are virtual and/or in the classroom.

Standards-Based Reporting - Training for Grade K-5 teachers on the Standards-Based Report card.

Competency-Based Assessments - Training to help teachers focus on the content standards and utilize class time.

Data Driven Instruction - Training on the use of normed, summative, and formative data to inform and drive student learning.

