



## Portage Lakes | Career Center

<b>District Name:</b>	Portage Lakes Career Center
<b>District Address:</b>	4401 Shriver Road Uniontown, OH 44685
<b>District Contact:</b>	Kim Redmond
<b>District IRN:</b>	063495

### Overview:

The students of the Portage Lakes Career Center takes great pride in their academics and career focus. The district promotes and supports high expectations and standards for all students and serves students from four districts (Manchester, Coventry, Springfield and Green). Portage Lakes Career Center offers students a well-rounded educational program through meaningful learning, innovative opportunities, and inclusive school cultures. With the current state of the COVID-19 pandemic, the Portage Lakes Career Center remains dedicated to providing students with the same level of educational excellence even if school closures are deemed necessary. This will be accomplished by establishing and maintaining a consistent and comprehensive remote learning plan.

The main goal of the Portage Lakes Career Center - Remote Learning Plan is to ensure learning continues even though school buildings are closed. Remote learning engages students through a variety of learning opportunities, which can be delivered online and/or offline. Remote learning does not just mean online learning. Technology certainly is a supportive tool for remote learning, but powerful remote learning can occur through thoughtful offline lessons that encourage students to explore the natural world and engage in interdisciplinary and artistic hands-on learning.

**HB 164 (June 2020) indicates that “Each qualifying public school governing body may adopt a plan to provide instruction using a remote learning model for the 2020-2021 school year...Not later than July 31, 2020, the qualifying public school shall submit the adopted plan to the Department of Education. An adopted plan shall not be subject to approval by the Department. Each plan shall include all of the following: (1) A description of how student instructional needs will be determined and documented; (2) The method to be used for determining competency, granting credit, and promoting students to a higher grade level; (3) The school's attendance requirements, including how the school will document participation in learning opportunities; (4) A statement describing how student progress will be monitored; (5) A description as to how equitable access to quality instruction will be ensured; (6) A description of the professional development activities that will be offered to teachers...The Department shall make each plan it receives under division (B) of Section 16 publicly available on its website.”**

**The Portage Lakes Career Center will utilize the following instructional strategies throughout the program:**

- ✓ Teacher-student interaction through online learning platforms
- ✓ Teacher-student interactions, in real-time, through video conferencing mediums
- ✓ Online lessons for student to work on at home
- ✓ Offline lessons and instructional packets for students (if needed)

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In addition to these core instructional strategies, the district’s plan addresses the key components needed for remote learning to be an effective educational option. The program components include: determining instructional needs, determining competency, student promotion, attendance, participation, monitoring progress, equitable access, and professional learning of educators. The details associated with each of these components are outlined in the **Portage Lakes Career Center - Remote Learning Plan**, as set forth in this document.

SECTION ONE	INSTRUCTIONAL NEEDS
<b>Resource Link(s):</b>	<a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <ul style="list-style-type: none"> <li>✓ Instructional Sequencing</li> <li>✓ Aligned Instruction to Learning Standards</li> <li>✓ Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>✓ Created a plan for IEP and students with disabilities</li> </ul>
<p><b><u>Determining Instructional Needs:</u></b></p> <p>Portage Lakes Career Center teachers and administrators will analyze data to determine the instructional needs of our students. The data will include, but not be limited to the following: past state testing and Value-Added results, vendor assessments, common and classroom assessments. Data collected during the Spring 2020 COVID-19 shut down will also be analyzed to determine if interventions are needed for the 2020-2021 school year. Mapping of the standards by teacher teams will continue, with a focus on any content/learning gaps from the previous year. In addition, dialogue on classroom assessment data will occur during Teacher-Based Team meetings. Considerations for students with IEP’s will be reviewed as the data is analyzed.</p>	
<b>Documenting Instructional Needs</b>	<p><b><u>How will instructional needs be documented?</u></b></p> <ul style="list-style-type: none"> <li>✓ Clear instructional plans have been created</li> <li>✓ Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> </ul>
<p><b><u>Documenting Instructional Needs:</u></b></p> <p>Teachers will work collaboratively on pacing guides, taking into consideration any standards that may have gaps due to the Spring ‘20 COVID shut down. Instructional plans will be tailored, as needed, depending on the learning platform/format that is utilized. Resources and assessments will be reviewed to ensure that the best mode of content instruction is being implemented. Instructional plans will be communicated with parents and stakeholders, along with student progress, through multiple formats and communication techniques.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>

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<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning? ✓ Developed and communicated a plan for determining competency (grading and assessments)  ✓
<p><b><u>Address Determining Competency Here:</u></b></p> <p>Success measures will be explicitly explained to staff and caregivers. Teachers will continue to meet in teacher-based teams to review the sources of data that are collected. Teachers will determine which students are above mastery level, at mastery level, and below mastery level. Educators will then design interventions and extensions based on the data. Both formative and summative assessments will be administered using a variety of resources.</p>	
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning? ✓ Developed and communicated a plan for granting credit (grading and assessments)
<p><b><u>Address Granting Credit Here:</u></b></p> <p>Teachers will explicitly communicate content, grade level standards, and success measures. Teachers will provide feedback to students, parents, and stakeholders. The feedback will focus on student progress and completion of courses through remote learning. This will be done through various resources, including but not limited to: rubrics, feedback on formative assessments, online gradebook, summative assessment results.</p>	
<b>Promoting Students</b>	What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning? ✓ Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
<p><b><u>Address Promoting Students to a Higher Grade Level Here:</u></b></p> <p>Staff will develop the expectations and requirements for successful course completion and promotion to a higher grade level. Information, such as, course expectations, grading scale utilized, level of standards' mastery, course progress, and successful completion of the course will be communicated to students and parents through multiple communication formats. The district's online gradebook program (Progress Book) will be used as the main mode for communicating course grades and final determination for retention or promotion.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a>
<b>Attendance Requirements</b>	What are your school district's <b>attendance requirements</b> for remote learning? ✓ Created a communication and attendance plan for staff and students
<p><b><u>Attendance Requirements:</u></b></p> <p>Student attendance will be documented through a variety of methods. This will include: presence at online meetings and classes, accessing online resources, and/or completion of work assigned through the remote learning system that adheres to the communicated expectations. Specifics for the remote learning attendance will be communicated to students, staff, and caregivers. Follow up methods will be implemented for students not engaging in the remote learning platform.</p>	

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<b>Participation Requirements</b>	How will your school district document <b>student participation</b> in remote learning opportunities? ✓ Created a plan for documenting student participation in remote learning ✓ Communicated the plan with families and other stakeholders
<b>Student Participation Requirements:</b> Student participation will be evaluated by the following: engagement at online meetings or classes, completion of assignments and formative assessments, completion of summative assessments, amount of collaboration with peers and teachers, accessing of provided resources through the remote learning platform.	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	

<b>SECTION FOUR</b>	<b>PROGRESS MONITORING</b>
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	How will your school district <b>progress monitor</b> student progress with remote learning? ✓ Developed a Plan to monitor student progress with remote learning
<b>Monitoring Student Progress:</b> Teachers and administrators will analyze data from a variety of assessment sources - formative, summative, rubrics, etc. This data will be specifically analyzed for those students on IEPs to determine their standards' mastery level. Regular communication with students and families will be implemented throughout the remote learning platform. Specific resources to help with intervention or extensions of standards will be communicated to families and students, and implemented within the remote learning platforms. Student progress will be communicated to all stakeholders through various formats.	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	

<b>SECTION FIVE</b>	<b>EQUITABLE ACCESS</b>
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	What is your school district's plan to ensure <b>equitable access</b> to quality instruction through remote learning? ✓ Parent/Student surveys have been reviewed ✓ Technology Plan has been created to ensure equitable access
<b>Equitable Access to Quality Instruction:</b> Surveys have been created and disseminated to both families and staff to review the success of the Spring '20 remote learning plan, as well as, to determine access to technology from our partner districts. Based on the surveys, all PLCC students will receive a Chromebook to facilitate their learning both inside the school and in remote learning environments. If families are unable to access technology, resources and assessments - aligned to the grade and content standards - will be sent home for student completion. Staff will have regular communication with all families	

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to discuss student progress, as well as, ease and access to learning resources.

**Attach any Additional Documentation or Notes (if necessary):**

SECTION SIX	PROFESSIONAL LEARNING <span style="float: right;">4</span>
<b>Resource Link(s):</b>	<a href="#">Professional Learning Needs</a>
<b>Professional Learning</b>	<p>What <b>professional development</b> activities will be offered to your school district’s teachers to ensure remote learning is successful?</p> <ul style="list-style-type: none"> <li>✓ Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li> </ul>
<p><b><u>Professional Learning/Development:</u></b></p> <p>Multiple professional development opportunities will be available for all district staff. Trainings that support and promote student engagement, instruction, and assessment will be offered to ensure remote learning success. Professional development opportunities will include, but not be limited to: Google Suite, Google Classroom, Zoom, Padlet, online textbook resources, social emotional topics, etc. Administration will implement regular “check-ins,” as well as review each teacher’s professional growth plan, to determine if any additional professional development support is needed throughout the year.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	