

Promise Academy
REMOTE LEARNING PLAN
2020-21 SCHOOL YEAR

Promise Academy proposes to use direct, on-campus learning in keeping with its adopted education plan where possible during the 2020-21 school year. However, Promise Academy intends to offer a virtual academy option for students with personal or health situations that warrant such an option for the school year or portion of the school year. Promise Academy 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 or Governor's orders, or administrative decision based on safety and health interests of our students, staff, and community. Details of these plans are included in the sections that follow.

I. HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED AND DOCUMENTED

Promise Academy will use NWEA or its successor as the norm-referenced test prescribed by ODE for Ohio schools that include Drop Out Recovery and Prevention programs to measure student growth. Fall testing will be done for all students during the first week of school. Mentor teachers will review all returning students transcripts and course completions and update each student's courses in the individual career plan (ICP). For new students, transcripts from the prior school will be analyzed to determine credits earned and credits needed. Based on this data, an individual career plan will be developed with their mentor teacher to consider post-secondary education and planning. The ICP will be monitored regularly by the mentor teacher and student for credits earned, seals accomplished, progress toward goals. All students will be supported with the school's MTSS/Response to Intervention through close observation of each student and collection of data about each student's attendance, and academic skills/progress.

Students will meet with their mentor teacher weekly to set attendance and academic goals for the week. The mentor teacher will log the students time on task and course progress each week to benchmark the student's progress toward these goals, and counsel them on areas that need improvement.

Students who use a hybrid format or go virtual due to personal or health situations will be contacted by their mentor teacher and course teachers regularly to discuss their course progress and time on task. Teachers will offer any guidance and support that the student may need. The mentor teacher will log the students time on task and course progress each week to benchmark the student's progress toward their goals, and counsel them on areas that need improvement.

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

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Methods to determine competency, grant credit and promote students to a higher level are the same for onsite learners as for those who may be learning remotely in the coming year.

Competency is determined by an evaluation of each student's mastery of learning standards. Each student is required to complete teacher directed standards-based lessons and weekly academic activities on the computer. A student's level of master or competency on each standard will be determined by their teacher's evaluation of the student's work samples and assessments.

As with onsite instruction, students being educated remotely must earn passing grades in a course area in order to earn course credit. Course grades are determined through the teacher averaging weighted or non-weighted, graded work in the online course, student work products, tests, and other required course assessments. Promise Academy also offers student the ability to earn credit through its Board Approved Credit Flex and Mastery Policies. Students working under a Credit Flex/Course Mastery Plan must have work evaluated by a teacher in the assigned course area. Teachers will evaluate work samples and other evidence from the Credit Flex experience to determine if a student has mastered course standards and is eligible to earn credit.

Students will be assigned to grade-level designations (9-12) based on number of earned high school credits in accordance with Board policy. In order to graduate, students must meet all graduation requirements specified by the State of Ohio.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES

Promise Academy has a school calendar that documents 176 days of instructions and 968 instructional hours offered through any delivery plan: on-campus, hybrid, or virtual (fully remote). Teachers plan lessons in keeping with these metrics.

Students who choose to attend on-campus are expected to attend school everyday school is in session. During a five (5) day school week students are expected to physically attend at least twenty-seven and a half (27.5) hours per week (an average of 5.5 hours per day).

Students who choose a hybrid or virtual setting are tasked with the responsibility of completing 27.5 hours of participation in learning opportunities each week. Attendance is computed weekly by 1) participation in direct instruction on-campus

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or in synchronous learning opportunities; 2) online hours spent on Edgenuity; 3) curriculum work placement or apprenticeship hours; and 4) time spent on timed instructional modules or family engagement learning activities.

A student is considered absent for a day of school when they fail to average 5.5 hours of work per day, aggregated weekly and reported in hourly increments. When students fail to reach the 27.5-hour participation target in each week, the school will implement absenteeism and truancy notifications per Board policy. Each student has a mentor teacher assigned who will monitor student participation and make student/parent contacts when attendance problems occur.

Promise Academy will follow ODE guidelines with regards to HB410 and the 72-hour rule on attendance.

IV. STUDENT PROGRESS MONITORING

Mentor teachers will monitor all their mentee's time on task and course progress by 1) participation in direct instruction on-campus or in synchronous learning opportunities; 2) online hours spent on Edgenuity; 3) curriculum work placement or apprenticeship hours; and 4) time spent on timed instructional modules or family engagement learning activities. Students falling behind on time on task or progress will be required to attend tutoring sessions with the course teacher in order to reach the time on task and progress required to meet the one full credit per month, or 4-week period.

For students who fail to make adequate progress in earning credits on a timely basis, Promise Academy will utilize the appropriate support in the school's MTSS/Response to Intervention process based on close observation of each student and collection of data about each student's attendance, and academic skills/progress.

V. ASSURANCE OF EQUITABLE ACCESS

Students who have special learning needs will receive the level and delivery option of instruction in accordance with those needs. For example, students with disabilities, if not able to be on campus, will be served via delivery methods that may include teleconferencing, tele-therapies, hybrid tools, and/or individualized or group instruction at the school or other accessible, safe location.

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The school's Intervention Specialist and/or Special Education Coordinator will maintain a communication and activities log for all special needs students who may choose a hybrid or virtual learning option.

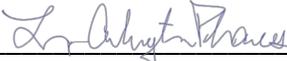
All students will be issued a Chromebook to access their academic classes online. All students will have access to direct instruction in person or virtually, and the online curriculum and/or paper-based texts book and assignments to use at home or school. Students who do not have access to the internet at home will be issued a hotspot by the school.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT

Teachers and staff will receive Professional Development on the following topics prior to the start of the school year:

- Promise Academy's Restart Plan
- Guiding Principles and MTSS
- Racial Equality and Inclusion
- Motivating and Inspiring Students – Marzano
- Distance/Online learning
- School safety and Health, including COVID-19 safety training from the Cleveland Health Department
- Use of Edgenuity, Google Classroom, EDCite, Share Point and One Drive, Portaportal and Progress Book
- Graduation planning and monitoring
- Mandated topics (Communicable Diseases, Heimlich. PBIS and MTSS)
- Individual Career Plans

Date of Board Approval: July 21, 2020

Authorizing Signature for the Board: 

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