ERCO REMOTE LEARNING PLAN 2020 - 2021

ERCO and ODE encourage all community schools to submit a **Remote Learning** plan even if intending to be open for on-site classes. In the event of an outbreak of COVID-19 and your school is required to close, having a remote learning plan in place allows your school to move to remote delivery of services without jeopardizing compliance with minimal hours and instruction calendar requirements of ODE.

ERCO community schools may submit their own remote learning plan that is locally designed or the Ohio Educational Service Center Association (OESCA) has developed a template that your schools can use. It is located at OESCA Reframing Education website (http://reframingeducation.org/remote-learning-plan/)

School Name	Renaissance Academy
School IRN	011439
Board Adopted Date	08-12-2020

Describe the remote learning plan your school intends to implement for the 2020-2021 school year.

The school strives to do what is best for kids. During this unprecedented time, we will work diligently to promote the safety of all students. We make certain that all students will thrive in a safe, academically rigorous environment.

- We will *empower* our parents to choose the best learning option for their students.
- We will actively *engage* our students in the learning process, virtually or in-person.
- We will motivate our students to *emerge* as leaders of tomorrow and make a positive impact in our communities.

Options 1 and 2 are available for our families to select to guarantee maximum learning opportunities and to ensure that the needs of our families are being met, as well.

Option 1 – On-site learning in the building
Option 2 – Individualized /Hybrid learning option
Option 3 – Remote learning

Discussions regarding the options will be conducted during orientation. All learning options will continue to follow the education plan as detailed in its community school sponsor contract and will be in compliance with ORC 3314.03 in an effort to meet the students' instructional, social and emotional needs.

Once an option is selected, the students will remain in that learning option through the first quarter. Communication will be sent to determine and select 2nd quarter learning options. Parents will be given deadlines for each quarter as to when they need to have their selection made in terms of placement for their child.

Our top safety priority in options 1 and 2 consist of
- Vigilantly assess for symptoms

- Wash and sanitize hands to prevent spread
- Thoroughly clean and sanitize school environment to limit spread on share surfaces
- Practice social distancing
- Implement required face covering policy
- Provide a safe academically rigorous learning environment

The school will be adopting the following COVID School Status Levels which will be communicated to the families if a change of options involuntarily needs to occur.

COVID School Status Levels

YELLOW	All students fully back to school - All students expected to attend school. - Enhanced health, safety, and cleaning protocols in place.

ORANGE	Hybrid / Learning Option (Onsite or distance learning) - Students participating in learning option selected (in-house / distance). - Enhanced health, safety, and cleaning protocols in place.

RED Status	Alternative Scheduling - Select classrooms transition to distance learning based on school / staff circumstance. - Enhanced health safety, and cleaning protocols in place.

PURPLE Status	100% virtual learning - All students will remain home. - 100% of students are distance learning.

YELLOW Status – Fully back to school (Option 1)
- All students are expected to attend school daily
- Enhanced health, safety, and cleaning protocols in place

ORANGE Status – Learning Options / Hybrid (Option 2)
- Students are participating in learning based on the option selected either onsite learning or distance learning
- Enhanced health, safety, and cleaning protocols in place for those participating in onsite learning

RED Status – Alternative Scheduling (Option 2)

- Due to a variety of circumstances (COVID impact, Staffing) or the alerts based on the Public Health Advisory Alert System, select classrooms may transition to 100% distance learning
- Alternative scheduling to reduce the number of students in the building

PURPLE Status – Remote / Distance Learning (Option 3)
- All students will remain home
- Distance learning

Option 1
Option 1 is the opportunity for all students to learn on-site in the building with guidelines to ensure all students and staff are safe, practicing social distancing protocols and are learning in an academically rigorous environment. In addition, Option 1 adheres to COVID-19 guidelines and recommendations from local, state, and federal health officials while also providing equitable academic opportunities for all students. This option is the school's preferred learning option.

Option 2
Option 2 provides an opportunity for families to participate in a learning option that fits the needs of their family due to COVID-19. Families can select either onsite learning or distance learning. Onsite learning will follow all protocols in Option 1. The school will provide students with the resources to master Ohio's Learning Standards and complete required coursework virtually. Through the EMPOWER Academy Learning Management System, Google Classroom and Schools PLP, students will be able to access daily class schedules, receive instruction (recorded and live) and participate in school activities, as if they were in a brick and mortar school building.

Option 3
The school will provide students with the resources to master Ohio's Learning Standards and complete required coursework virtually in the event there is a mandatory shut-down and students are unable to attend school due to COVID. Through the EMPOWER Academy Learning Management System, students will be able to access daily class schedules, receive instruction (recorded and live) and participate in school activities, as if they were in a brick and mortar school building.

Describe how student instructional needs will be <u>determined</u> and <u>documented</u> for the 2020-2021 school year. How does the school plan to assess students' knowledge, skill and competencies?

The school will continue to seek to prevent academic and behavioral failure through the implementation of universal screening, diagnostic assessments, early intervention, frequent progress monitoring, and increasingly intensive research-based instruction or interventions for students who continue to have difficulty. The school will combine the universal screening required to identify at-risk students with high-quality, rigorous instruction needed to assist the identified students. Interventions at the Tier 1 level will

continue to be implemented to ensure that students are being provided with the support they need. The administration of the Fall   diagnostic assessment will provide teachers with initial data to identify the learning standards that have not been mastered from the previous grade level, based upon the students RIT score. The Learning Continuum report will provide teachers with the essential data that will enable them to tailor their lessons around the students' performance while also remediating on standards that are from the grade-level prior to their current to make up for the deficiencies that may have occurred during distance learning in the Spring of 2019. The administration of the MAP test will occur three times per school year to monitor the growth of the students. Parents will receive the "Family Report" to ensure the parents are kept in constant communication as to their student's progress.

The use of Short-Cycle Assessments in reading and math will be administered on a monthly basis will allow the teachers additional monitoring of the students' progress with the learning standards. This provides the teacher with real-time data in which they can quickly differentiate instruction to meet the needs of small groups, whole class, and individual needs. Using a spreadsheet that tracks each student's mastery of each learning standard will permit the teacher to tailor data driven instruction that is centered upon remediating deficient skills while enriching instruction in those areas that students are scoring proficient.

In order to ensure that our K-3 students are making adequate progress in their foundational reading skills, the use of Phonemic Awareness and phonics assessments will be administered on a monthly basis. The results will indicate whether students are mastering the skills that will guarantee their proficiency by 3rd grade. Those students that are not making adequate progress will not only be provided with the interventions identified on their RIMP plans, but also be placed into small groups to allow the teacher to focus instruction solely on the skills that the student is deficient in. This remediation can be given through Google Hangouts or Meet or Classroom Dojo video conferencing.

During TBT meetings, teachers will analyze individual student and whole class data to identify any needed interventions or differentiated learning opportunities. The results of the short-cycle assessments will help the teacher identify learning standards that the students are struggling with, those that are mastered, and those that will need to be consistently spiraled into instruction throughout the school year. This information will then be reported to the BLT to ensure that the evidence based strategies that are being utilized are effective and to review any areas that may need additional support.

Students that have been identified as those that would benefit from Tier 2 services will be provided with intensive, systematic instruction on essential math and reading skills. The systematic instruction contained in Tier 2 includes building skills gradually and introducing skills first in isolation and then integrating them with other skills. Explicit instruction involves more teacher-student interaction, including frequent opportunities for student practice and comprehensible and specific feedback.

The Tier 2 intervention curriculum will teach and build foundational skills to mastery and incorporate some complex reading and math skills. Specific components vary by grade level and reflect the changing developmental emphasis at different stages of reading and math.

Students that are receiving Tier 2 services will have their progress monitored at least once per month by the RTI Committee using the short-cycle assessments. Those students who show minimal progress after a reasonable time in tier 2 small group instruction, will be provided with intensive instruction on a daily basis that promotes the development of the various components of reading and math proficiency, and are placed in a tier 3 status.

Instruction at Tier 3 is intensified by focusing on fewer high priority reading and math skills during lessons and scheduling multiple and extended instructional sessions. One-on-one or small group instruction also provides for intensity as students have more opportunities to practice and respond.

Student progress in Tier 3 is monitored regularly using the short-cycle assessments that are aligned to the students' learning goals.

In addition to the above, the staff progress monitors students utilizing Easy CBM, phonics assessments (3x a year), NWEA (3x a year), NWEA phonics and fluency (weekly), weekly constructed responses questions in reading and math, monthly unit assessments per grade level, and classroom observations. For students requiring remediation, we utilize the following tools and strategies including RIMPS, RTI identification, small group pull out, and referrals for testing.

All students will thrive in a safe, academically rigorous environment by continuing to follow the education plan as detailed in its community school sponsor contract and in compliance with ORC 3314.03 to meet the students' instructional needs.

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

Through either on-site learning or the EMPOWER Learning Academy, a platform for instruction, students will receive high-level, rigorous instruction based on Ohio Learning Standards from the content level teacher. The Gradual Release Method of Instructional Delivery will be utilized to ensure that instruction is systematic, explicit, and aligned to the rigor of the learning standards. Assignments and tasks will be vary in their level of cognition using Depth of Knowledge levels 1-3. The students' completion of the assignments and ability to demonstrate mastery will be indicators as to whether the student is making progress in their content level standards. The use of Progress Reports will provide the teachers and parents with bi-weekly information as to the progress of their student and will indicate any content areas in which the student may not be awarded credit due to the lack of mastery or adequate progress.

The use of the short-cycle assessments will be a large factor in determining which standards individual students are mastering and which standards they need remediation in. The teacher will provide students with individualized learning tasks and assignments to help scaffold those standards in which the student struggles, therefore, strengthening their understanding and mastery.

When considering the academic progress of students and promotion to a higher grade, the school will utilize comprehensive data that includes completion of work, diagnostic and short-cycle assessment data, informal assessments and classroom data, and other forms of assessments (fluency, phonics, phonemic awareness) that provide information as to whether a student has mastered the grade-level standards and is ready to move to the next grade level.

The content teacher and all other staff that works with the student, as well as the building administrator, will meet as a team to analyze the data to make a decision as to whether the student has met the requirements for their current grade level, and therefore, ready to be placed into the next grade.

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

Option 1, Onsite Learning
- Attendance will be taken as described in the attendance policy located in the student handbook.
- Absences will require a phone call to the school.

Option 2, Hybrid/Distance learning

- Onsite Learning – see above
- Distance Learning
    - o Absences will require a phone call to the school.
    - *Teacher-Led Live Learning (Synchronous)*
    - o Student attendance is taken at the beginning of each of the Live Streamed classes by the teacher using Google Meet Attendance extension for automatic attendance, manual roster or time stamp based on log-in time for Schools PLP and EMPOWER LMS.
    - *Remote Learning (Asynchronous)*
    - o For those students that are completing a taped/self-directed lesson, attendance is considered "present" for that class through the students completion of the assignment/tasks within 24 hours of the scheduled class.
        - o In addition, students will be considered present by
            - ▪ Daily log-ins to the LMS
            - ▪ Daily interactions with teachers
                - • These interactions can include but are not limited to text messages, emails, telephone calls, video chats or other formats that teachers have communicated to families.
            - ▪ Assignment completion

o If there is no evidence the student participated or engaged in any way in a remote learning activity, then the student will be marked with an absence for the hours for that remote learning activity.

All attendance will be inputted in ProgressBook and verified on Friday of each week.

During periods of remote learning, attendance will be determined based upon participation in learning opportunities and through staff and teacher communications with students. Teachers will utilize a variety of communication methods to engage students and families throughout remote learning periods. These methods include, but are not limited to, US mail, e-mail, text messaging, video classroom and video conference connections, telephone calls, and face-to-face communications.

What learning opportunities will be available to students? How will the school document participation in learning opportunities?

The school is preparing to deliver instruction using technology infused lessons that enable students to perform tasks and activities via digital platforms and apps that can be utilized in school and for remote learning. The curriculum supports that are provided have digital options to enable students to access the curriculum through EMPOWER Academy Learning Management system, Google classroom and other digital classrooms that allow students to complete and submit assignments.

For students learning remotely, the students will be able to access the live instruction through the use of a classroom projector/camera and speaker that will be streamed to a Google Hangout, Microsoft Teams, or Zoom account through the EMPOWER Academy LMS.

Learning opportunities and attendance will be taken based on the updated guidance from ODE, school's educational plan, and board approved policies.

Provide a statement describing how student progress will be monitored.

Student progress will be monitored based on student work, participation, and assessment data which the teachers will be gathering on a daily basis. All students participating in distance learning will be participating in the exact schedule of onsite learners.

Student progress will be measured by utilizing short cycle assessments which will be administered monthly. The short-cycle assessments are directly correlated to the learning standards that were taught for each content area in the past 4-weeks of instruction. The short-cycle assessments are aligned to the rigor of Ohio's State Tests, therefore, providing the teacher with information for each students' proficiency of the learning standards and ability to perform on questions that are similar to those being asked on the state mandated tests.

Teachers utilize a standards-based tracker to keep ongoing records of each student's proficiency on each of the learning standards for each content – this ensures the teacher has information that details which standards need to be retaught or remediated.

Progress reports are being sent home on a monthly basis to ensure parents and students understand their academic progress. If parents have a concern on the continual progress of their student, they will be able to establish a meeting with the teacher to discuss.

During TBT meetings, the meetings consist of not only analyzing the student data from the most recent assessment and differentiating instruction to meeting the needs of the students, but also consist of creating the next round of short-cycle assessments utilizing the strategy of "begin with the end in mind." This enables the teachers to set the expectations for student mastery, the scaffolded lessons that will take place to ensure students get to the end goal and ensures that the lessons are congruent to the rigor of the learning standard. In addition, the TBT's also look at longitudinal student data (from short-cycle and diagnostics) to identify and remediate learning gaps and areas of need for specific students.

Any student with an IEP will be provided the necessary support based on the goals within the IEP. Support staff and the Intervention Specialist will provide support in the classroom and/or online for students. In addition, the Intervention Specialist will be scheduling weekly virtual meetings with those students who are participating in distance learning to provide additional support. Progress reports will be sent home monthly and the IS is readily available for meetings with the families to discuss progress.

Describe how equitable access to quality instruction will be ensured.

The methods of delivery of instruction will be based upon individualized student needs, circumstances, and course content. Teachers will assess students to determine whether additional supports are needed throughout the school year and during periods of remote learning. During periods of remote learning, a variety of delivery methods may be used including, but not limited to independent study, project-based learning, learning activity packets, research projects, peer tutoring, work-based learning, television, or other methods as determined by teaching staff and school administration to meet student academic needs.

Continuous communication and discussions are being conducted with all families on student needs and effective reopening to ensure parents/guardians are able to make an informed decision on the option for learning. During orientation, Administration and families will be provided with device assignment, internet options, scheduling, EMPOWER logistics, attendance and participation expectations and accessibility. Students participating in distance learning will be provided with technology based on

availability and need. Internet access is available on the school property for those who are do not have access.   Information regarding internet availability is provided to families.

Students who do not have access to digital learning have the option to attend onsite learning. If onsite and distance learning are not viable options, the student will receive instructional packets, participate in weekly phone conferences for instruction, remediation, and clarification on content.   Instructional staff will schedule conference calls with the family two to three times per week.   The instructional packets will coincide with onsite and distance learning lessons and content. All packets are due to the school on Friday. In addition, a link to the taped lesson will be provided and can be viewed via phone.

Students that are remote learning and do not have access to technology will be provided with a technology device from the school. All online course content will be accessible on the device which will enable the student to participate in live streaming of subjects as well as access to recorded Direct Instruction sessions for each subject. The students will have 24-hours from the conclusion of class to submit assignments. Students that are in need of additional supports or those that are receiving services will be provided with supports through the use of teacher conferencing with students during the independent portion of the lesson. Intervention Specialists and Title I staff will continue to provide supports through the use of one-on-one instruction (via Google Meet or Classroom Dojo) and small group instruction. Teachers will continue to be able to provide interactive instruction through the use of Google Jamboard, manipulatives that can be sent home with students, and through the use of google extensions that allow students to utilize different methods of responses and evidence of mastery.

Providing Instruction for Students with Disabilities

On-site Learning Environment
If a student with a disability returns to the school building to receive their education, specially designed instruction, including frequency and duration of services, will be provided, as outlined in Section 7 of their IEP. Intervention specialists and related service providers will provide their services in the student's least restrictive environment, as outlined in Sections 7 and 11 of their IEP. Time and effort logs will be used to track service minutes for each student and document what goals and objectives were worked on during that time.

Hybrid Learning Environment
If a student with a disability uses the distance learning model, the team will determine the best course of action as it best fits the student's need. This will include having virtual lessons presented to the student by the intervention specialist or related service provider in real time or having the lesson recorded to be watched at a time that is conducive for the student. All work related to their goals and objectives will be posted

on the virtual platform offered by the school (i.e. Google Classroom), along with due dates for when a student must return the work.

If the student does not have access to the internet, paperwork will be provided to the family via mail or it will be delivered to the family's home by a staff member. Intervention Specialists will utilize the telephone to provide instruction and supplement that instruction with the paperwork that was provided.

Time and effort logs will be used to track service minutes for each student and document what goals and objectives were worked on during that time.

Attendance will be tracked via their participation in the livestream lesson, by the time stamp on the virtual platform showing when a student has watched the video or by receiving their services over the telephone.

For All Environments
Intervention specialists and related service providers will conduct informal assessments to determine their students' present levels of performance. Each student's team will determine if COVID Impact Services are required for that student.

The school places a large emphasis on developing teachers to ensure students have access to quality instruction. Positioning teachers for success as instructional leaders in the classroom starts with a smart, well-built teacher development program that aligns to the specific needs of each teacher in the school. Teacher professional development is a crucial piece for our school's overall approach to driving student achievement in an effort to strengthen the school's approach to professional development, a more effective system of strategic, ongoing continuing education that supports student learning, teacher growth, distance learning, and the school's goals

A well-aligned professional development plan will create a culture of continuous professional improvement which will support an increase in teacher retention within the school as teachers will be provided with opportunities to grow as instructional leaders and they will realize a greater success in their academic efforts and attainments

Professional Development/Equity Access
The first component of our professional development plan will be to identify the top two or three instructional goals for the school year. Once these have been identified, the team will align the instructional goals to learning outcomes for the staff, specific teams within the school, as well as individual staff. The leadership team will be responsible for creating, researching, and implementing tailored professional development for each instructional goal. All the instructional goals will be aligned to the current school year's structure of distance and on-site learning to ensure that the teachers are continuously provided with ongoing development for teaching remotely to students while on-site with students as well.

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

The school will continue to provide professional development for teachers according to its planned professional development schedule. Additional professional development will be made available based upon feedback from the building leader team and teacher-based teams and individual teacher requests. Teachers will be provided professional development to assist with remote learning topics. Professional development delivery may include workshops, on-line courses, and collaborative workshops with teacher- based teams.

The summer professional development plan focused on digital learning, Google classroom, EMPOWER Academy (learning management system), short-cycle assessment, instructional practices, lesson planning and COVID health and safety protocols.

For the first half of the school year, additional professional development will include more in-depth training on Google Classroom, EMPOWER Academy, assessment, progress monitoring and instructional resources for digital learning.

Teachers will be provided with ongoing Professional Development each month that consists of evidence based practices for online learning and teaching.

The School continues to comply with requirements otherwise prescribed under continuing law regarding a minimum number of school hours and state funding.

Bessie Sherrod-Price

Bessie Sherrod-Price (Aug 18, 2020 08:58 EDT)

___8/11/2020___

Board President, Bessie Sherrod- Price   Approval Date

Renaissance_Remote Learning Plan_FINAL_August

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