

Remote Learning Plan

District Name:	SMART Academy
District Address:	4351 E. 131 st St, Cleveland, Ohio 44105
District Contact:	Robert Aitken
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The goal of remote learning 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. 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.”*

NOTE: The deadline for qualifying public schools to submit their adopted Remote Learning Plans to the Ohio Department of Education has been extended to **August 21, 2020 to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to remotelarning@education.ohio.gov.**

How will instruction take place? (check all that apply)

- Teacher-student interaction through online learning platforms
- Online lessons for student to work on at home
- Offline lessons and instructional packets for students

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SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	Remote - Blended Instructional Delivery Resources Exceptional and At-Risk Youth
Determining Instructional Needs	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Instructional Sequencing • Aligned Instruction to Learning Standards • Gap Analysis for ELA, Math, Science, and Social Studies • Created a plan for IEP and students with disabilities • Created a plan for students identified as gifted served with a Written Education Plan (WEP)
<p>Address Determining Instructional Needs Here:</p> <p>SMART Academy students will follow the same daily class period schedule regardless of whether students are in school or remote. Teachers will facilitate lessons and learning with students in the classroom and via Zoom with their remote students. Students will participate in a combination of instructional structures, whole group, small group and one-on-one learning with teachers and peers. Streamed lessons will be recorded for those students who are unable to access learning in real-time. The program provides a fixed daily schedule, online materials accessed through Google Classroom, clear daily learning expectations, and daily teacher and peer interaction.</p>	
Documenting Instructional Needs	<p>How will instructional needs be documented?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Clear instructional plans have been created • Clear instructional plans have been communicated with staff, parents, and other stakeholders
<p>Address Documenting Instructional Needs Here:</p> <p>SMART Academy students will follow the same daily class period schedule regardless of whether students are in school or remote. Teachers will facilitate lessons and learning with students in the classroom and via Zoom with their remote students. Students will participate in a combination of instructional structures, whole group, small group and one-on-one learning with teachers and peers. Streamed lessons will be recorded for those students who are unable to access learning in real-time. The program provides a fixed daily schedule, online materials accessed through Google Classroom, clear daily learning expectations, and daily teacher and peer interaction.</p>	
Attach any Additional Documentation or Notes (if necessary):	

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SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
Resource Link(s):	District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities
Determine Competency	What method(s) will be used to determine competency for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for determining competency (grading and assessments)
Address Determining Competency Here: Similar to students who are learning in person, remote learners will be graded by the teacher and given the grade which they have earned. If they have a passing grade, then credit will be granted.	
Granting Credit	What method(s) will be used for granting credit for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for granting credit (grading and assessments)
Address Granting Credit Here: Similar to students who are learning in person, remote learners will be graded by the teacher and given the grade which they have earned. If they have a passing grade, then credit will be granted.	
Promoting Students	What method(s) will be used for promoting students to a higher grade level with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Developed and communicated a plan for promoting students to higher grade level (grading and assessments)
Address Promoting Students to a Higher Grade Level Here: Similar to students who are learning in person, remote learners will be graded by the teacher and given the grade which they have earned. SMART Academy's current mastery-based grading scale is still applied to student promotion. A grading scale of 1-4 for assignments and assessments will be used to measure their mastery and determine promotion.	
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SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	Communications Planning
Attendance Requirements	<p>What are your school district's attendance requirements for remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a communication and attendance plan for staff and students
<p>Address Attendance Requirements Here:</p> <p>Remote student attendance will be monitored through GoGuardian, Zoom, and iReady.</p>	
Participation Requirements	<p>How will your school district document student participation in remote learning opportunities?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Created a plan for documenting student participation in remote learning Communicated the plan with families and other stakeholders
<p>Address Student Participation Requirements Here:</p> <p>Student participation is measured through a virtual platform along with measuring their virtual face to face time of direct instruction. Along with the virtual time being documents, assignment that are created and stored in the platform will have a time on task rate. All assignments along with the face to face time will measure their required hours and be provided as documentation for student participation.</p>	
<p>Attach any Additional Documentation or Notes (if necessary):</p>	

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	<p>How will your school district progress monitor student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Developed a Plan to monitor student progress with remote learning

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Progress monitoring will occur through utilizing iReady as a data point. The curriculum used will have weekly formal assessments that measure a student’s mastery of the content. Students will physically attend on a few select days to complete the progress monitoring assessment. 1 on 1 video conferencing with the student and teacher for weekly check-ins, telephone conferencing with families weekly, and check-ins vial email. Students in school and remote complete the common formative and summative assessments. In addition, to the assessments, student progress will be monitored weekly through small group sessions facilitated by the classroom teacher.

SECTION FIVE	EQUITABLE ACCESS
Resource Link(s):	Technology Needs Data Use: Gathering Stakeholder Input
Equitable Access	What is your school district’s plan to ensure equitable access to quality instruction through remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> Parent/Student surveys have been reviewed Technology Plan has been created to ensure equitable access
Address Equitable Access to Quality Instruction Here: SMART Academy is providing students with a 1:1 Chromebook initiative. This initiative will provide students will a device, regardless if they have one, that will provide access to all curriculum materials online. The curriculum that SMART Academy is using online will also be provided virtually for all students. Direct and explicit instruction will also be provided virtually utilizing the same school day schedule that SMART Academy uses Face to Face. A parent survey has been conducted with all currently enrolled students regarding connectivity to internet. SMART Academy will provide families that do not have internet connectivity at home a Hotspot that will be utilized for access to the internet. Additionally, a technology plan has been created outlining the requirements for student Chromebook usage.	
Attach any Additional Documentation or Notes (if necessary):	

SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	Professional Learning Needs

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Professional Learning	What professional development activities will be offered to your school district's teachers to ensure remote learning is successful? Possible/Optional item(s) to consider: <ul style="list-style-type: none">• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.
Address Professional Learning/Development Here: SMART Academy has a five-week professional development plan that discusses topics such as: curriculum, virtual learning, access and delivery of virtual curriculum, technology requirements, attendance, grading, and engagement. This five-week plan was developed around the expectation of unforeseen circumstances preventing instruction to occur Face to Face. SMART Academy has defined a list of technology tools and resources teachers need to facilitate remote learning. Once the list was defined teachers were surveyed to determine professional development needs. Based on the staff feedback professional development sessions were developed and facilitated.	
Attach any Additional Documentation or Notes (if necessary):	