
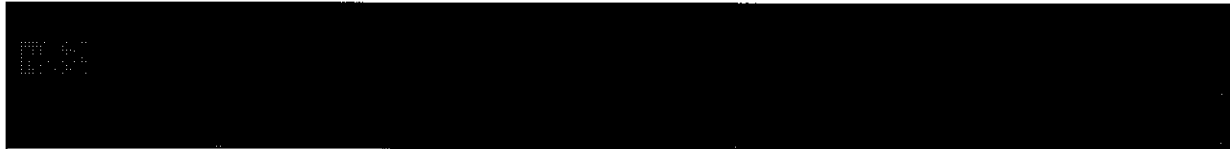


Insert School Name Here

**[2020-2021 REMOTE LEARNING PLAN**

School Name	STEAM Academy of Warren		
School IRN	012644		
Sponsor Name	St Aloysius Orphanage	Sponsor IRN	083246
Board Adopted Date	8/6/2020	Board President Signature	



Our school intends to offer three learning options for families to choose from this fall that will be implemented on the first day of school, regardless of a child's grade level. These three options allow families to consider their child's health, their comfort with the current COVID-19 status in our community, their ability or interest in facilitating learning at home and many other important factors. Families will be asked to make a choice prior to the start of school and continue with that modality until the end of the 1<sup>st</sup> semester. School leaders have the discretion to accommodate a family's request for an option change at any point. In the event health conditions at the school change, or the Governor enacts a closure order, all students will pivot to Option 3 immediately.

While other schools have predetermined the learning scenario for their students, we are prepared to meet the complexities of giving families choice. Organization, communication, and coordination will be paramount to our student's success. As such, we have decided that all students will receive standards-based instruction in a defined sequenced for each course. This allows all students in the same grade or course within the school to receive instruction around the same sequence of standards, for approximately the same amount of time, dependent on student need. This coordination allows for the seamless integration for a child who needs to change from one modality to another due to extenuating circumstances. It also allows regular assessment data in all three modalities to be used to assess students for supports throughout the RtI process.

While maximizing educational options for families, the school will work to minimize risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health officials. Mitigation efforts will include facial coverings, health monitoring, cleaning and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration will be given to the emotional well-being of students as the school works to provide an equitable and safe learning environment.

**Option 1: Full time in school**

*Instruction*

Students will come to the school building each day for a full instructional day based on the Board approved calendar. Teachers will facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives and other regularly scheduled academic experiences will occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for additional practice or enrichment. Students with Special Education needs will receive these services



as specified in their IEP during their time in the school building. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations.

#### *Health and Safety Protocols*

- Daily individual health assessment for all students and staff
- Facial coverings
- Hand sanitizing
- Frequent cleaning and sanitizing of surfaces
- Limiting outside guests
- One-way foot traffic
- Social distancing maximized up to 3 feet

### **Option 2: Blended**

#### *Instruction*

Students will come to the school building either on Monday and Tuesday or Thursday and Friday for a full instructional day based on the Board approved calendar. Students will learn from home during the other three days of instruction. Students will be provided a Chromebook and internet reimbursement if needed based on participation and eligibility guideline. Teachers will facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives and other regularly scheduled academic experiences will occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for additional practice or enrichment. Students with Special Education needs will receive these services as specified in their IEP during their time in the school building. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations.

#### *Health and Safety Protocols*

- Health assessment for students when attending in-person
- Daily health assessment for all staff
- Facial coverings
- Hand sanitizing
- Frequent cleaning and sanitizing of surfaces
- Limiting outside guests
- One-way foot traffic
- Social distancing maximized up to 6 feet

### **Option 3: Full time at home**

#### *Instruction*

Students will learn from home every day school is in session as delineated in the school's Board approved calendar. Students will be provided a Chromebook and internet reimbursement if needed based on participation and eligibility guideline. Teachers will facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers have the ability to modify the activities within each lesson to provide additional practice opportunities, an



alternative approach, or add opportunities to engage with tools such as iXL, iReady or other programs to differentiate for student learning needs around a given standard. Teachers can also use the assessments within the virtual curriculum, or they can add their own formative and summative measures. Opportunities to engage in special subjects and electives such as Art, Music or PE, as defined by the school's instructional schedule, will also be offered to virtual students. Each day instruction will be a mix of teacher-led, synchronous sessions and student-led practice activities. Expectations will be set by grade level band for the number of hours students should be expected to engage in learning, and how the family should be prepared to support their child's learning at home. It is expected that there is a mix of online learning that requires a computer and other offline activities that require solving math problems, collaborating with peers, exercising, etc. Students with Special Education needs will receive these services as specified in their IEP virtually within Canvas, our learning management platform. The Big Blue Button feature inside our closed Canvas platform is HIPPA and FERPA compliant, thus providing a safe environment for our specialists to work directly with students on their caseload to provide the necessary services. This feature will also be used by our Title I teachers and those that support our English Learners. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through the Canvas platform, phone calls, text messages, video conferencing or other means.

All students will take the NWEA MAP assessment at the start of school. This data will inform any changes in a student's academic progress prior to the start of COVID-19 in March 2020 and allow teachers to plan instruction for the student.

We will continue with our biweekly cadence of short cycle assessments, designed to assess a student's mastery of a standard(s) with items aligned in rigor and format to the Ohio State Test (OST). We also have Mastery Connect as a tool that will allow students to take mock assessments at regular intervals online, simulating the experience with the OST, and allowing for careful tracking of standards mastery. Regardless of the student's modality, they will be able to participate in these assessments. This would have been more difficult with only a paper-based option.

Our Response to Intervention is based upon a fluid, three tiered model of instruction. The fluidity allows for constant movement between tiers as students' progress

#### Tier 1

All students in the class receive different instruction from the classroom teacher. Universal screening procedures are implemented and progress is monitored weekly.

1. Teachers are provided a breakdown of student and Tier placement based upon Universal Screen (performance series)
2. Classroom Teachers will differentiate instruction and monitor progress for students in Tier 1.
3. Classroom Teacher will collect additional data from Performance Series and if concerns are evident, the Intervention Assistance Team Referral Form will be completed and submitted to required personnel.

#### Tier 2

A student, who has been identified as at-risk from Universal Screen, will receive assistance from intervention programs or groups to fill in gaps in learning. Clear goals will be established and process will be monitored weekly. The student will continue to receive instruction from the classroom teacher along with additional support from the intervention program or group.

1. Classroom teacher completes the Intervention Assistance Team Referral Form and will submit to required personnel.
2. RTI Team will meet and sets a specific goal for the subject areas (including social/emotional/behavioral) in which the student is struggling as well as specific interventions to meet that goal. The Tier 2 Screening and Intervention Record Form and will be completed.
3. Interventions are put in place, implemented with fidelity across settings and data is collected for six weeks.
4. After six weeks, the RTI Team will meet to review data. The classroom teacher and intervention teacher will be required to review the Tier 2 Screening and Intervention Record Form and provide data pertaining to progress towards goals that has been documented on the Progress Monitoring Tool.
  - a. If the student has made gains, the goals will stay the same.
  - b. If no gains have been made, the goal stays the same and new interventions will be put in place.
5. Interventions will be implemented for an additional six weeks and data will be collected. After six weeks, The RTI Team will review information to determine course of action.
  - a. If the student is making gains, he or she will be placed back into Tier 1.
  - b. If no gains have been made, the student will be placed in Tier 3.

#### Tier 3

Students who have been identified as significantly below grade level from Universal Screens will receive intensive, direct instruction to fill in gaps in learning. Instruction will be explicit and systematic with daily progress monitoring. The classroom teacher and interventionist will work together to align lessons so that concepts are constantly reinforced. A student who continues to struggle while receiving interventions from the classroom teacher and intervention programs will be referred to the Student Study Team.

1. Classroom teacher completes the Intervention Assistance Team Referral Form and submits to required personnel.
2. RTI Team will meet and set a specific goal for the subject areas (including social/emotional/behavioral) in which the student is struggling as well as specific interventions to meet that goal The Tier 3 Screening and Intervention Record Form will be completed.
3. Interventions are put in place, implemented with fidelity across settings and data is collected for six weeks.
4. After six weeks, the RTI Team will meet to review data. The classroom teacher will be required to review the Tier 3 Screening and Intervention Record Form and provide data pertaining to progress towards goals that has been documented on the Progress Monitoring Tool.
  - a. If the student has made gains, the goals will stay the same.
  - b. If no gains have been made, the goal stays the same and new interventions will be put in place.
5. Interventions will be implemented for an additional six and data will be collected. During this time, the Curriculum Implementation Specialist (CIS) and/or a Special Education representative will observe that students who are not making gains on 2 separate occasions.
6. After six weeks, the RTI Team will share information with the Student Study Team.



- a. If the student is making gains, he or she will be placed back into Tier2.
- b. If no gains have been made, a formal meeting will be scheduled with the student's parents, Classroom Teacher, Intervention Teacher, Special Education Teacher and any other necessary personnel to determine next steps.

We will determine competency and granting promotion the same way we have in previous school years ensuring that our students are making adequate yearly progress using the progress monitoring tools listed below. In addition, we will follow the standards set by the state to determine promoting students according to the Third Grade Reading Guarantee.

The Academy will adhere to the current attendance policy approved by the Board of Directors. For the purpose of the Remote Learning Plan, we have a specific attendance policy in place for all learning options. The students will complete a minimum of 920 hours during the 2020-2021 school year.

Traditional Option: We will take attendance daily using PowerSchool.

Hybrid Option: Students will be attending school in person two days a week. During this time, the teacher will be responsible for marking the student present/absent in Power School. On the other three days of the week, student attendance hours (5.5 per day) will be recorded based on completion of synchronous and asynchronous instruction in Canvas, the learning Management System we use as part of our AMP program.

Online Option: Student attendance hours (at least 5.5 per day) will be recorded based on completion of synchronous and asynchronous instruction in the LMS Platform.

Students will be offered the choice of traditional, hybrid, or online.

Traditional Option: We will document participation in the classroom as well as completion of on Canvas activities as assigned.

Hybrid Option: Students will be attending school in person two days a week. During this time, the teacher will be responsible for monitoring participation in the classroom as we have in previous years. On the other three days of the week, students will attend a total of 2 hours in live sessions and complete the assigned work on Canvas (5.5 per day). This will be recorded based on completion of synchronous and asynchronous instruction in Canvas, the learning Management System we use as part of our AMP program.



Online Option: Everyday students will attend a total of 2 hours in live sessions and complete the assigned work on Canvas (5.5 per day). This will be recorded based on completion of synchronous and asynchronous instruction in Canvas, the learning Management System we use as part of our AMP program.

Option 1: Full time in school

- NWEA
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource

Option 2: Blended

- NWEA
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource
- Regular review of progress within their Canvas course for completion, participation, and standards mastery

Option 3: Full time at home

- NWEA
- Short cycle assessments in math, ELA and Science (gr 5 and 8)
- Formative and summative assessments designed by the teacher or based on a curricular resource
- Regular review of progress within their Canvas course for completion, participation, and standards mastery

Idea 1:

By determining the sequence of standards taught in each course at each grade level, we provide equity in a child's exposure to standards-based instruction.

Idea 2:



All supports, such as Title I groups, occur for children who have been identified, regardless of their learning modality. Special Education students who receive services as articulated in their IEP will receive those as well, regardless of modality. The same applies to our English Learners.

**Idea 3:**

Careful consideration will be given to teachers facilitating all three modes of learning. It is not the case that a specific caliber of teacher will be assigned based to a specific modality. Our leadership team surveyed our teachers regarding their preferences for each modality. Based on this, and a careful assessment of their skills applicable to each modality, teaching assignments will be made.

**Idea 4:**

As a school we recognize that our families are diverse but are all focused on ensuring their children succeed. For some of our students, transportation can be a barrier, causing absence or tardiness. We are working closely with the district concerning transportation. It is our intent that transportation does not dictate the learning options available to a family.

**Idea 5:**

Technology is required for times students are learning away from the building. As needed, families will be issued Chromebooks for home use. Reimbursement for internet access at home will be available based on participation and eligibility guidelines.

**Idea 6:**

All teachers, regardless of their teaching modality, will be regularly observed and coached. Principals and Directors of Academics will use classroom walkthrough protocol for both building based and virtual instruction.

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, professional development will be delivered based on the needs of the school:

**All teachers:**

Understanding the scope and sequence of the AMP courses

Canvas 101- features and functions of the learning platform, best practices for engaging students virtually, and expectations of the virtual teacher

ACCEL's Literacy Achievement Plan

Embracing Anti-Bias Classrooms: A Response to Racism in America

Gradual Release Model

Phonological Awareness and Haggerty Grades K-2

Depth of Knowledge Grades 3-8



PBIS

Classroom DOJO

Social Emotional Learning

Gradual Release Model

FIT Tech Back to School PD

Trauma Informed Practices

Learning Targets

AMP Pacing Guides and Unpacking the Standards- This will focus on comparing the CCS in AMP to the Ohio Learning Standards to focus on what specific standards will require additional material to meet our needs for Ohio

Trauma-Sensitive Practices during COVID-19

School Improvement Plan, Reading Achievement Plan, and TBT Schedule for the 2020-2021 School Year

Second Step Curriculum Overview- Social Emotional Curriculum at STEAM

Adapting Second Step for Remote Learning

Creating Assessments in Google Forms

Public Schools Works- This covers all safety trainings including safety specific procedures related to COVID-19

Families and Students:

Canvas 101 for students and families

Expectations for virtual learning

How to access support for technology concerns and questions regarding activities or assignments

