

Stepstone Academy Remote Learning Plan

District Name:	Stepstone Academy
District Address:	3328 Carnegie Ave. Cleveland, OH 44115
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In response to the COVID-19 global health crisis, Stepstone Academy has developed this remote learning plan to assist our students in continued learning while our school building is closed. This plan represents Stepstone Academy's commitment to making every effort to ensure that each and every student continues to be successful.

Throughout a school closure, Stepstone Academy teachers will continue to provide students with instruction that is designed to build upon the learning trajectory (according to pacing guides and common core standards) already established in the classroom. They will do so using the remote learning options identified in this plan.

Equity remains our foundational cornerstone for remote learning. Stepstone Academy will continue to support instruction through a variety of digital and non-digital materials to maintain academic growth for grades K-4. Stepstone will also support the whole child and remain committed to our 360 approach, supporting students and families with their physical, mental, and emotional health using OhioGuidestone services.

In addition, Stepstone will continue to engage with stakeholders to determine how to approach unfinished learning and adaptations of the scope and sequence for the 2020-2021 school year. Stepstone Academy is also committed to providing device and internet access (where applicable) to all students and is working closely with community partners to meet this goal. We are also focusing on equity of access to learning for our students with disabilities and will get additional materials out to families in need to support remote learning work.

INSTRUCTIONAL NEEDS	
Determining Instructional Needs	<p>Stepstone Academy remains committed to providing a high quality education sequence that will include a 6 week review of the prior school year content, ensuring that all Common Core Standards are addressed from over the 19-20 school year (spring semester in particular). Teachers will complete the Ohio Department of Education recommended Gap Analysis in English Language Arts and Mathematics to provide a solid foundation of instruction.</p> <p>In addition, students will be assessed within the first week of school using the Informal Decoding Inventory for placement at appropriate reading level of instruction. They will also take the NWEA assessment for a baseline on grade level skills.</p> <p>Finally, students with disabilities will be given informal assessments on IEP skills to document needs and/or changes to their goals.</p>

<p>Documenting Instructional Needs</p>	<p>Teachers will participate in collaborative planning before the school year begins to complete analysis of grade level standards and skills to be addressed. Weekly lesson plans will document the Common Core standards that will be taught during virtual instruction, as well as teachers working in data teams to make adjustments as necessary according to students' assessment results. Finally, teachers will keep real-time student data in Progress Book for school-level and parent access.</p>
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Additional Documentation:

Equitable and Inclusive Environment

At Stepstone Academy we are committed to providing equitable and inclusive environments which is in alignment with our goal of supporting the whole child, whole family, and whole community. This is incorporated during remote learning by:

- The use of culturally responsive education, social-emotional learning, and academic best practices and resources.
- Printing and distributing paper packets to students as well as ensuring 100% of students have the necessary devices and digital access to instruction.
- Developing robust plans to address unfinished learning.
- Providing resources to educators on remote environments.
- The use of parent/surveys to gain feedback on potential changes to methods and procedures as well as needs.

Special Education Guidance

According to Federal guidance from the Office of Special Education and the Office for Civil Rights, if Stepstone Academy closes to slow or stop the spread of COVID-19, and continues to provide opportunities to general education student populations, we will ensure that students with disabilities also have equal access to the same opportunities. This means every attempt possible has been tried and documented to ensure equitable access for students with a disability.

General Guidance

PRIMARY GOAL: Stepstone will provide students with opportunities to continue their trajectory of learning (according to pacing guides and common core standards). This will consist of providing students with access to content, support, and feedback.

CONTINUOUS IMPROVEMENT: Stepstone will maintain a focus on continuous improvement. Our practices will evolve and improve as we continue to learn.

SUPPORTING TEACHERS: Stepstone Administration will work to ensure all teachers have the resources, support, and flexibility needed to promote student learning to the best of their ability. Support will include adjusting expectations as needed and providing virtual professional development on school-wide goals and initiatives (i.e. Edgenuity).

SUPPORTING STUDENTS AND FAMILIES: Teachers will be flexible regarding expectations and processes for student learning, with an understanding that online learning conditions will vary across homes. In addition, teachers will work to make daily virtual human interaction with students to ensure they are supported in their learning paths.

DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL

Determine Competency and Granting Credit	Teachers will grade digital assignments, Edgenuity assignments, as well as at-home paper/pencil work on a daily basis. Informal Decoding Inventory assessments will continue to take place (one-on-one) digitally every four weeks, as well as grade level assessments as scheduled. All of the progress will be documented in Progress Book and discussed at weekly data team meetings. Distribution of progress reports and report cards will be done as scheduled on the school calendar and sent via US mail.
Promoting Students	Students will be promoted to the next grade level based upon successful completion of core subject areas. In addition, the following criteria will be considered: <ul style="list-style-type: none"> • Has the child been absent for over 10% of the instructional hours? • Is the child failing two subjects or more? • Has the child scored below grade level benchmarks on the NWEA and Informal Decoding Inventory? • What is the child's current Guided Reading Level? • Does the child have a RIMP and/or making progress? • Has the student been referred to the RTI programming/Student Support Team?

ATTENDANCE AND PARTICIPATION

Attendance Requirements	Daily attendance will be taken in virtual classrooms during morning meeting. Attendance will be entered in the Student Information System. In addition, teachers will enter tardy times as students join the session. Attendance will also be taken for participation in Direct Reading Instruction, as well as Specials Instruction. Finally, participation will be tracked through Edgenuity and hours of assigned content. Note: *Stepstone will follow the 72 hour rule and withdraw any student not present for 72 consecutive hours.
Participation Requirements	Students are required to meet daily on the virtual platform, face-to-face with the classroom teacher. This would include participating in virtual instruction for approximately 3 hours, as well as additional time in virtual direct reading instruction and assigned time with content in Edgenuity.

Additional Documentation:

Teacher-Led Hybrid Instruction

- Students will access instruction directly from district provided platform (through Edgenuity).
- Students will access daily instruction provided by the teacher (through Lifesize).
- Teachers curate and provide materials digitally and in print which students work on independently and submit.
- Teachers will offer online office hours and/or telephone feedback for students.
- Student/Parent and teacher communication will be through Lifesize, phone, or Google Voice.

PROGRESS MONITORING

Progress Monitoring

Teachers will grade digital assignments, Edgenuity assignments, as well as at-home paper/pencil work on a daily basis. Informal Decoding Inventory assessments will continue to take place (one-on-one) digitally every four weeks, as well as grade level assessments as scheduled. All of the progress will be documented in Progress Book and discussed at weekly data team meetings. Distribution of progress reports and report cards will be done as scheduled on the school calendar and sent via US mail.

Additional Documentation:

Special Education Guidance

As Stepstone Academy continues to provide opportunities to general education student populations, we will also ensure that students with disabilities have equal access to the same opportunities. Students will be given virtual instruction opportunities with the Intervention Specialist to support IEP goals, and general education classroom modifications. In addition, student progress reporting will be every 9 weeks, via US mail, concurrent with student report cards.

EQUITABLE ACCESS

Equitable Access

The following are the steps that will occur in the event of remote learning closure:

- All parents/families have already received a survey to determine the availability of devices and Internet access at home.
- If a family is in need of a device they will receive communication/direction from the school.
- Distribution will occur at Stepstone Academy by appointment.
- Equipment must be returned to school once school resumes.

Additional Documentation:

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PROFESSIONAL LEARNING

Professional Learning	Teachers receive up to 80 hours of professional development pre-service, as well as 64 additional hours throughout the school year. Stepstone Academy has committed to providing development that will support a remote learning environment with the following topics: <ul style="list-style-type: none">• Positive Behavior Intervention Support (Virtually)• Responsive Classroom• Google Classroom• Edgenuity Platform• Lifesize Meetings• Adapting Model Remotely• Trauma / Toxic Stress• De-Escalation• Cultural Sensitivity• COVID-19
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Additional Documentation:

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BOARD CHAIR