

The Richland School of Academic Arts



Where Academics & Arts Come *Alive*

REMOTE LEARNING PLAN

School Year 2020-2021

The Richland School of Academic Arts (RSAA) intends to implement three (3) flexible learning plans for its K-8 students in 2020-2021. The following three (3) instructional delivery systems have been fully developed to provide learning opportunities for students:

- A. In School Instruction
- B. Hybrid Instruction
- C. Remote Learning

Given the COVID19 pandemic, RSAA will utilize remote learning should further communicable disease outbreaks occur, Health Department and/or Governor's orders or an administrative decision based on health and safety of students and staff prevents In School Instruction.

I. DESCRIPTION OF HOW STUDENT INSTRUCTIONAL NEEDS WILL BE DETERMINED AND DOCUMENTED:

All students' instructional needs, including students with disabilities, will be determined through a variety of online diagnostic assessment tools at all grade levels. All diagnostic assessment tools provide data assessment reports to determine and monitor each student's academic growth.

Grades K-6 will use Google Classroom online platform as their Learning Management System to access Zoom, Seesaw, and Book Widgets for class meetings with direct instruction, assignments, tests, and asynchronous learning/intervention with students. Book Widgets, an interactive online platform, will allow students in K-6, to practice concepts from instructional lessons, while gaining immediate feedback. Students and families will have access to EPIC as an additional resource for online books.

Students in K-3 will be identified in the first month of school as either "On Track" or "Not On Track" based on the KRA-R and ESGI, The Benchmark Assessment System (Fountas & Pinnell/Reading Levels), and the iReady Reading and Math Diagnostic Assessments.

Data will be used to develop Reading Improvement and Monitoring Plans (RIMPS) for each student who benchmarks as “Not On Track”.

Student data will be maintained in the KReady System, the ESGI Management System, The Benchmark Assessment System, and the iReady Diagnostic Assessment System which will provide teachers with continuous access to student data. Specific attention will be given to students who are At Risk or have special needs.

Incoming **Kindergarten** students will be screened through the KRA-R which provides data on K Readiness and the ESGI Diagnostic Screener which provides data regarding letter recognition, sounds, phonemic awareness, sight words, counting, patterns and number sense. ESGI can be customized to the students’ academic needs.

Grade 1 student instructional needs will be determined through ESGI during the year and additionally, iReady Diagnostics the second half of the year for Reading and Math. Fountas & Pinnell’s Benchmark Assessment System will provide data on reading levels. Fluency passages are assessed weekly and sight words are assessed daily to progress monitor student achievement.

K-1 students will utilize RAZ-Kids, an online platform that allows students to practice reading skills daily. This platform has a Reading A-Z tool which allows teachers to use reading resources from running records to fluency passages. Teachers can create digital assignments on platforms such as Seesaw for in person class or small groups. Teachers are able to print books for guided reading as well as books to read at home with their families.

Additionally, students in **Grades 2-3** will be given Fountas & Pinnell fluency assessments which will be downloaded and scored to determine reading levels. The Title I teachers and Intervention Specialists will provide intervention through class/individual meetings utilizing Zoom or Seesaw platforms.

Grades 2-6 will be assessed monthly in Reading and Math using the iReady Diagnostic Assessments which generates individual student reports showing strengths and indicating learning gaps in concept knowledge. The assessment will provide each child an individual plan in order to fill their specific learning gap.

The iReady Teacher Toolbox for both Reading and Math is the online curriculum which allows the teacher to provide synchronous or asynchronous instruction as well as individualized intervention.

Teachers and students in **Grades 7-8** will be utilizing Canvas as their Learning Management System. Students will use “No Red Ink” as their writing curriculum which will be available online. Students will be required to work on three 45 minute individualized lessons per week. The iReady program provides feedback to the student on their tested lessons and prescribes intervention lessons to fill any gaps. Seventh and eighth grade students are assessed at the beginning of every month using the iReady Reading and Math Diagnostic Assessments. Students will be utilizing “Big Idea Math” online curriculum for Advanced Mathematics, Algebra and Geometry.

Data is stored in each Learning Management System in the form of reports that provide teachers with continuous academic feedback and access to student data.

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

All students, including students with disabilities, will be assessed with the iReady Adaptive Reading and Math Diagnostic.

Students in grades **K-2** are assessed daily and/or weekly on letter recognition, sounds, phonemic awareness, sight words, counting, patterns and number sense using the diagnostic tools; ESGI, Fountas & Pinnell and iReady. Teachers may work online and individually with students for guided practice or diagnostic assessment.

Students in **Grades 2-8** are assessed at the beginning of every month through the iReady Diagnostic Assessments. These assessments provide electronic reports on the student's growth level in Reading and Math as well as targeting individual learning gaps.

RSAA utilizes Marzano's Standard-Based Grading System to ensure that grade level standards are mastered. All students will be promoted based on their growth, and mastery of their grade level standards at a performance rate of 70%, achieving a grade of a #2, #3, or #4. Attendance and participation rate will also be considered towards promotion.

Additionally, in regard to retention, Board Policy #245 Promotion and Retention, A student is required to be retained if he/she is truant for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study unless the Principal and the teachers determine that the student is academically prepared to be promoted.

III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES:

The Richland School of Academic Arts teachers' will develop lesson plans that provide student learning opportunities for a minimum of 5.5 hours per school day in the school's adopted school calendar that totals 951.5 hours. Teachers will be provided with three professional development days to support continued training in Learning Management Systems and designing learning opportunities for instruction.

Additionally, RSAA will follow all Board adopted attendance policies and the state guidelines for truancy in determining and documenting whether a student is meeting attendance requirements. We will be keeping track of the hours that each students attends through the time spent in the following:

- **Teacher led remote learning activities (synchronous)**
- **Self-directed remote learning (asynchronous) with evidence of daily logins without LMS, daily interactions with teachers via messages, emails, telephone calls, video chats and zoom group sessions.**
- **Assignment completions-Teachers will assign a particular (min/hours) it would take for the typical student to complete an assignment. 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 that were determined by the teacher.**

Per our Board Policy #251 (Attendance/Truancy/Withdrawal) we will automatically withdraw a student from the school if the student, without legitimate excuse, fails to participate in 72 consecutive hours of the learning opportunity offered by the teacher.

All attendance will be submitted to EMIS as usual.

The expectation and requirement is that all students will be online and in classes per the daily schedule. All grade level teachers will build calendar schedules for class sessions and daily work for students and parents to follow. Online, recorded classes, may be archived for students who need to hear class discussion again or for those students who may have missed a session.

Teachers will take attendance daily and confirm weekly the students receiving instruction under all three delivery plans. Teachers will take attendance at the beginning of every online class presentation utilizing their class rosters. In using Zoom, Seesaw, and Canvas platforms, teachers will have the capability of recording sessions which will maintain a time and date stamp from which attendance could be garnered. Exit tickets for each Zoom class will also help to determine which students were in attendance. Assignments can be turned in on Canvas, Seesaw and Book Widgets which allows the teacher to monitor attendance and grade assignments. Students will also be required to keep Portfolios of dated work.

With our Remote Learning Plan, students may also be in physical attendance two days and remote three days per week. Cohort 1 will attend on Monday/Thursday and Cohort 2 will attend on Tuesday/Friday. On alternate days of attendance, students will have online assignments and work packets to complete prior to their next scheduled day of in person class. Using the Flipped Classroom Model, students will watch content videos for Reading and Social Studies in preparation for the next day's lessons.

Remote learning will not be used to make up absences from in-school learning. Student absence from their Cohort, either Monday/Thursday or Tuesday/Friday, will not be able to make up those hours on their remote learning days for attendance purposes.

Students with disabilities will receive all services as determined by their IEP goals through synchronous learning sessions, remote work assignments and asynchronous instruction and/or intervention. Wednesdays will be used for extra support for all students including students with disabilities. Related Services will be provided through individually scheduled sessions or tele-therapy sessions.

IV. STUDENT PROGRESS MONITORING:

Students in grades K-2 are assessed daily and/or weekly on letter recognition, sounds, phonemic awareness, sight words, counting, patterns and number sense using the diagnostic tools; ESGI, Fountas & Pinnell and iReady. Teachers may work online and individually with students for guided practice or diagnostic assessment.

Students in grades 2-8 are assessed at the beginning of every month through the iReady Diagnostic Assessments. These assessments provide electronic reports on the student's growth level in Reading and Math as well as any learning gaps.

Progress monitoring of students in grades K-8, including students with disabilities, takes place daily, weekly and monthly using the diagnostic tools mentioned above. Progress monitoring is used to insure that students' achieve academically, that learning gaps are addressed. Progress monitoring is also used as a tool for reflection upon lessons. Classroom teachers, Title I teachers and Intervention Specialists can effectively support learning and provide intervention with every online platform.

Each week, teachers will touch base with parents/guardians, through written comments alerting parents to attendance, hours of participation, and mastered standards.

V. ASSURANCE OF EQUITABLE ACCESS:

Classroom teachers and administrators check with all students and families to determine their needs for a computer and/or WiFi. RSAA determines if parents need WIFI and provide information on where to obtain free access. Through a grant to the school, we are able to pay for hotspots if a student(s) needs WiFi. We have also worked with NCOCC to acquire 40 free hotspots for students in need. To date the school has given 88 students, chrome books on which to access online classes.

Teachers and student support staff will hold virtual office hours daily in order to help students in need or talk with and support parents.

All students with disabilities will receive the specially designed instruction and related services included on their IEP's either through direct instruction/intervention, tele-therapies or synchronous/asynchronous instruction. At risk students and those on 504 plans will be provided with research-based interventions under the Remote Learning Plan.

VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT:

Teachers received professional development prior to the start of the school year on:

- 1) State and CDC guidelines regarding safe school restart
- 2) COVID19 prevention, symptoms and reporting
- 3) Learning Management Systems ie. Canvas, SeeSaw, Book Widgets, and Google Meets
- 4) PBIS, De-Escalation Techniques
- 5) Child abuse, Blood-borne Pathogens, Sexual Harassment, Basic First Aid
- 6) Empowering Leadership/Expectations of Children of Poverty
- 7) Cultural Sensitivity

Teachers were asked to research online platforms that they felt would meet the needs of their students and provide easy access for parents. Following the research, Teacher-Based teams met to discuss their students' needs and recommend online platforms. Teachers narrowed the platforms to Zoom, Seesaw, and Book Widgets for classroom meetings and submission of work in Grades K-6. Grades 7-8 chose to use Canvas as their online platform.

All RSAA teachers were trained in Zoom in March of 2020, prior to state closure of schools. RSAA is fortunate to have two online platform experts who are trained in Canvas and Seesaw. These teachers will be training cohorts of the teaching staff this summer during summer break so that teachers will be prepared for classes. Teachers will also be able to help students and their families navigate the online platforms. RSAA has also hired Mobile Tek to provide parents with training for the online platforms.

Date of Board Approval: 7.28.2020

Authorized Signature for the Board: 

School Leader Name: Sandra L. Sutherland

School Leader Contact: sandra.sutherland1@gmail.com Phone: 419-522-7273