

# Village Preparatory School Willard

## REMOTE LEARNING PLAN

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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.”*

**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 [remotelearning@education.ohio.gov](mailto:remotelearning@education.ohio.gov).**

**NOTE: As the school year proceeds and circumstances evolve, school districts are able to amend their respective remote learning plans to address changing needs. District superintendents are able to make amendments to the remote learning plan on behalf of the school district without additional local school board approval. Amended plans, however, must be resubmitted to ODE by email at [remotelearning@education.ohio.gov](mailto:remotelearning@education.ohio.gov). The Department will make all plans publicly available at [www.education.ohio.gov](http://www.education.ohio.gov).**

For more details, the Ohio Department of Education has prepared informational resources outlining the features and differences between blended learning declarations and remote learning plans on the [Remote Education Planning website](#).

**Consider how instruction will 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
<b>Resource Link(s):</b>	<a href="#">Remote - Blended Instructional Delivery Resources</a> <a href="#">Exceptional and At-Risk Youth</a>
<b>Determining Instructional Needs</b>	<p>How will <b>instructional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Instructional Sequencing</li> <li>● Aligned Instruction to Learning Standards</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>● Created a plan for IEP and students with disabilities</li> <li>● Created a plan for students identified as gifted served with a Written Education Plan (WEP)</li> </ul>
<p>Village Preparatory School Willard is a part of the Breakthrough Public Schools network. Breakthrough Public Schools is the Charter Management Organization and provides operational and academic leader for its network of schools.</p> <p>Breakthrough Schools has developed an integrated data-driven remote instructional design that will provide students with:</p> <ol style="list-style-type: none"> <li>1. Rigorous, standards-aligned instruction on grade-level</li> <li>2. Access and inclusion for all students including, exceptional learners</li> <li>3. Live-instruction and interactions between educators and students</li> <li>4. Personalized programming and tools to meet the needs of every student.</li> </ol> <p>Instructional need will be determined through universal screening of students using standards-aligned assessment tools in all grade-levels. These screeners will be used to inform personalized supports for each scholar. Breakthrough Schools has developed clear scope and sequences for all content areas and grade-levels, including norm-referenced and criterion-referenced assessments.</p> <p>In order to assess and support the complex and interconnected socio-emotional needs of students, Breakthrough Schools has refined its Response-to-Intervention (RTI) program for the remote context. The RTI process will be used to drive the identification, understanding, and support of exceptional learners. Throughout the RTI process Breakthrough staff will closely monitor the instructional and non-instructional progress of all students and respond to this progress through personalized interventions to address students' lagging skills.</p> <p>Breakthrough Schools will implement a systematic multi-tiered approach to identifying students with learning and behavioral differences who may require supplemental supports and interventions. The Breakthrough Schools RTI vision and systems aim to ensure that students are receiving timely, student-focused, skill-based, data-driven interventions so all students succeed. Our RTI system is supported through and connected to the following school structures:</p> <ol style="list-style-type: none"> <li>1) Weekly Professional Learning Community (PLC) meetings, where coaches and leaders support with planning for and reflecting on the curriculum (Tier 1),</li> <li>2) Weekly grade-level RTI Meetings in Grade-teams, and</li> <li>3) Personalized Pathways (PP) to remediate and accelerate for students, based on skill proficiency.</li> </ol>	

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All students that need help receive help, when they need it. If students do not make adequate progress after receiving systematic instruction in our response to intervention programs, they may be referred to the Committee on Special Education and receive services delivered in accordance with their Individual Education Plan. Families will receive regular updates on their students' progress towards and beyond grade-level standards and/or their Individualized Education Program (IEP) goals. This process allows families to partner effectively with teachers and staff.

<b>Documenting Instructional Needs</b>	<b>How will instructional needs be documented?</b>  Possible/Optional item(s) to consider: <ul style="list-style-type: none"><li>• Clear instructional plans have been created</li><li>• Clear instructional plans have been communicated with staff, parents, and other stakeholders</li></ul>
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Instructional needs will be documented, shared, and assessed through Breakthrough Schools' Learning Management System - Schoology. Village Preparatory School Willard uses Schoology as an all-in-one platform to support students in knowledge acquisition, progress monitoring, collaboration, and student and parent communication. The Learning Management System (LMS) is the tool that will be used to share and translate the various curricular tools and resources, assessment platforms, and integrated tools BPS will use to provide instruction in one place.

In order to ensure that faculty, students, and families, are able to properly engage with the enhanced instructional resources. Breakthrough Schools is hosting a five-week virtual summer teacher training institute designed to prepare faculty for remote instruction and the internalization of new curriculum.

Additionally, Breakthrough Schools has shared example student, teacher, and school schedules so that faculty and families have a vision for the day-to-day operations of remote learning.

Note: School administrators will make all final decisions regarding a student's or the school-wide use of a particular remote learning program (e.g., a hybrid option, entirely virtual, etc.) based on the best interests of the school and the students under the circumstances.

- [Remote Learning Plan](#)
- [Remote Learning Design Deck](#)
- [Literacy Remote Learning Plan](#) (an example)
- [Breakthrough Schools RTI Manual](#)

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SECTION TWO	DETERMINE COMPETENCY, GRANTING CREDIT, & PROMOTING STUDENTS TO A HIGHER GRADE LEVEL
<b>Resource Link(s):</b>	<a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a> <a href="#">Teacher Level Educational Considerations and Planning</a> <a href="#">Non-Building Based Learning Opportunities</a>
<b>Determine Competency</b>	What method(s) will be used to <b>determine competency</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for determining competency (grading and assessments)</li> </ul>
Breakthrough Schools is using a standards-aligned curriculum and assessment approach to remote learning and will determine student competency based on mastery of lesson standards and objectives. Assessments are provided within integrated systems that will produce a mastery-based grade and assess student knowledge acquisition. All grades will be indicative of student mastery.	
<b>Granting Credit</b>	What method(s) will be used for <b>granting credit</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for granting credit (grading and assessments)</li> </ul>
Breakthrough Schools will grant credit for remote learning upon meaningful effort toward completion of required assignments, assessments, and classwork in alignment with our standard policies and practices.	
<b>Promoting Students</b>	What method(s) will be used for <b>promoting students to a higher grade level</b> with remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Developed and communicated a plan for promoting students to higher grade level (grading and assessments)</li> </ul>
Breakthrough schools will continue to utilize its current Board-approved promotion policies and will make any modifications following board review and approvals.	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	

SECTION THREE	ATTENDANCE AND PARTICIPATION
<b>Resource Link(s):</b>	<a href="#">Communications Planning</a>
<b>Attendance Requirements</b>	What are your school district's <b>attendance requirements</b> for remote learning? Possible/Optional item(s) to consider: <ul style="list-style-type: none"> <li>Created a communication and attendance plan for staff and students</li> </ul>

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Breakthrough School requires students to attend live-instruction and/or meetings on a daily basis in accordance with a set schedule. Additionally, we have prepared an equally rigorous asynchronous version of every lesson in order to ensure that students who require flexibility can participate in the lesson.

<b>Participation Requirements</b>	How will your school district document <b>student participation</b> in remote learning opportunities?  Possible/Optional item(s) to consider: <ul style="list-style-type: none"><li>• Created a plan for documenting student participation in remote learning</li><li>• Communicated the plan with families and other stakeholders</li></ul>
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Breakthrough School will track student participation in multiple ways. Attendance will be tracked and there will be two periods/sections for each course taught. First, we will track participation through daily attendance in a course as demonstrated by arrival for a synchronous lesson. Secondly, we will track attendance through a second asynchronous period where teachers assess whether the assigned classwork has been completed and counts as attendance hours. Teachers will need to record attendance for each course taught throughout the day, which is a shift from Daily attendance to Meeting attendance. For tracking purposes, teachers and staff will rely on log-in data, completed assignments, teacher logs, and/or any other data available through online platforms to show log-ins and attendance during synchronous periods and work completion and participation in the asynchronous setting. Attendance will be tracked daily and submitted to ODE as required by the EMIS department. The school will comply with the 72 hour and follow truancy policies if students do not participate or attend.

During onboarding, the School will convey student expectations and documentation requirements to parents and students, and staff will communicate regularly with parents and/or students throughout enrollment regarding such requirements. Notwithstanding any provision to the contrary in Board policies, consistent with Department of Education guidance, to the extent students are absent due to COVID-19, including if there are technical difficulties accessing a lesson, if transportation is impossible due to a COVID-related impediment of the student or family member, or any other reasonable cause, the administrator may excuse such absence pursuant to his/her reasonable discretion. Further, also consistent with Ohio Department of Education guidance, notwithstanding any note requirement in policy, the School will accept verbal or emailed communications to justify any absence, and the School will log such communications internally.

**Attach any Additional Documentation or Notes (if necessary):**

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SECTION FOUR	PROGRESS MONITORING
<b>Resource Link(s):</b>	<a href="#">Exceptional and At-Risk Youth</a>
<b>Progress Monitoring</b>	<p>How will your school district <b>progress monitor</b> student progress with remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Developed a Plan to monitor student progress with remote learning</li> </ul>
<p>Breakthrough Schools will use multiple methods to progress monitor student learning. Our plans include using attendance, RTI protocols, student grades, and our socio-emotional learning outputs and plans for any next steps. Specifically, the school will use its regular process in order to monitor student progress including;</p> <ul style="list-style-type: none"> <li>● Daily Attendance</li> <li>● Daily Advisory/Crew</li> <li>● Response-to-Intervention System</li> <li>● Weekly RTI Meetings</li> </ul> <p>This integrated system will allow us to monitor student progress, learning, and engagement.</p>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

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SECTION FIVE	EQUITABLE ACCESS
<b>Resource Link(s):</b>	<a href="#">Technology Needs</a> <a href="#">Data Use: Gathering Stakeholder Input</a>
<b>Equitable Access</b>	<p>What is your school district’s plan to ensure <b>equitable access</b> to quality instruction through remote learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Parent/Student surveys have been reviewed</li> <li>• Technology Plan has been created to ensure equitable access</li> </ul>
<p>Breakthrough Schools is prepared to provide devices (Chromebooks or iPads) and either free (via hot spots) or low cost (via a partnership with Digital C) internet access to 100% of students who need them in order to access our remote learning program. In order to assess technology needs, multiple rounds of outreach (calls, texts, mailings) to all returning and new families will be conducted in the weeks leading up to the start of school.</p> <p>Distribution of devices - as well as any supplies and materials necessary for remote learning - will be distributed to enrolled students the week before school starts, with ongoing distribution throughout the year as necessary for newly enrolled students.</p> <p>In addition, families will be able to access tech support for Breakthrough devices and tools in three ways throughout the duration of any remote learning:</p> <ul style="list-style-type: none"> <li>• Published resources can be accessed at any time at <a href="https://breakthroughschools.org/home-tech/">https://breakthroughschools.org/home-tech/</a>.</li> <li>• The Breakthrough Virtual Call Center will be open daily to help answer technology questions. Daily hours will be finalized and communicated to all families before the start of school and information will also be pushed out to all Breakthrough device lock screens.</li> <li>• In-person tech support is available for device repairs/replacements as necessary. All campuses will have hours at least one day per week and families can visit any Breakthrough campus. Sign-up is necessary to ensure health and safety and is available by calling the school or the Breakthrough Call Center.</li> </ul>	
<p><b>Attach any Additional Documentation or Notes (if necessary):</b></p>	

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SECTION SIX	PROFESSIONAL LEARNING
Resource Link(s):	<a href="#">Professional Learning Needs</a>
Professional Learning	<p>What <b>professional development</b> activities will be offered to your school district's teachers to ensure remote learning is successful?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>• Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.</li></ul>
<p>In order to ensure that our teachers and leaders are prepared to execute remote learning at the highest standard, Breakthrough Schools has designed a comprehensive five-week teacher professional development summer institute. This multi-week virtual institute includes opportunities for our teachers to build familiarity with our new tools and systems, discuss and internalize the vision of our evolving network, and get to know each other as individuals, school teams, and content partners. Additionally, Breakthrough schools will conduct weekly professional development for all teachers and has built several professional development days into the school calendar.</p>	
<b>Attach any Additional Documentation or Notes (if necessary):</b>	