Remote Learning Plan

District Name:	West Carrollton City School District
District Address:	430 E. Pease Ave., West Carrollton, OH 45449
District Contact:	Craig Myers
District IRN:	045054

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 <mark>August 21, 2020</mark> to allow school leaders sufficient time to develop their plans. Adopted Remote Learning Plans should be submitted electronically to 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. The Department will make all plans publicly available at 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 <u>all</u> 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

SECTION ONE	INSTRUCTIONAL NEEDS
Resource Link(s):	[Remote - Blended Instructional Delivery Resources](#) [Exceptional and At-Risk Youth](#)
Determining Instructional Needs	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: ● 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)

Address Determining Instructional Needs Here:

WCSD will have multiple types of formal and informal, formative and summative, assessments. Students will take an initial assessment to gauge proficiency during the first 2 weeks of the school year. The district will use iReady in grades K-8 for ELA and Aleks for Math in grades 3-12. High school students will be assessed in using a High School Readiness Assessment through Common Lit for ELA and Aleks for math. These assessments provide an individual baseline for each student and will enable us to address standards with deficiencies. All assessments listed above give specific individual data on a student's proficiency on grade level content standards and provide strategies for closing any academic gaps.

Documenting Instructional Needs	How will **instructional needs** be **documented**? Possible/Optional item(s) to consider: ● Clear instructional plans have been created ● Clear instructional plans have been communicated with staff, parents, and other stakeholders

Address Documenting Instructional Needs Here:
The data gathered from the assessments will be analyzed by the District Leadership Team, individual Building Leadership Teams, and grade and content specific Teacher Based Teams. TBTs will use this data to guide their instructional strategies on teaching standards identified as areas of need.

This process is communicated to our staff and students at the building level through the BLT and TBTs. This process is also communicated to parents at the building level and at the district level through communications explaining the purpose of the assessments and a calendar of when they take place.

Attach any Additional Documentation or Notes (if necessary):

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: ● Developed and communicated a plan for determining competency (grading and assessments)

Address Determining Competency Here:

Each student's learning path can be personalized to meet his or her individual learning needs. Students can work in a synchronous or asynchronous manner through the curriculum. Our staff will utilize our curriculum and provide opportunities every day for synchronous guidance/demonstration of content standards through online blended learning playlists. The more venues we use to reach students will assist to increase student achievement and on-time graduation and includes the rigor and engagement to ensure students graduate with necessary skills needed for college and career.

Instructional strategies include:
- Activating students' prior knowledge
- Establishing a clear lesson purpose, goals, and expectations
- Providing clear instruction, including examples and modeling
- Providing opportunities for practice with varying levels of scaffolded support
- Conducting frequent checks for understanding with appropriate feedback
- Incorporating reviews spread out over time
- Providing metacognitive and self- efficacy skills and practice

Our interactive, multi-modal, learning environment helps students reengage and get on track for graduation. Focusing on instruction that identifies knowledge gaps and personalizes the learning experience, WCSD provides a flexible learning solution with prescriptive assessments that allow students to spend more time on what they need and less time on content already mastered.

Granting Credit	**What method(s) will be used for granting credit for remote learning?** Possible/Optional item(s) to consider: ● Developed and communicated a plan for granting credit (grading and assessments)

Address Granting Credit Here:

The prescriptive assessment measures students' mastery of core concepts of the standards. The system automatically prescribes a specific learning path to address the identified skill gaps. Students are assigned relevant, student-specific course content creating a specific learning path based on each student's pre-test results. The result is a personalized learning plan based on the student's specific needs.

In addition, students are required to access their courses daily. To ensure regular access, we will monitor the "Disengaged" status for each student. Students that are not interacting or absent from the synchronous learning opportunities will be contacted by teachers. Partly Disengaged means the student did not access at least one course within the designated period of time, and Fully Disengaged means the student did not access all of their assigned courses within that period. We monitor the student work weekly through Google, Aleks, and iReady. Students will be required to keep a daily attendance log of their asynchronous time. Teachers will collect this attendance data from students on a weekly basis.

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: ● Developed and communicated a plan for promoting students to higher grade level (grading and assessments)

Address Promoting Students to a Higher Grade Level Here:

All remote learning content is rooted in the state content standards. Student proficiency and attainment of grade level standards will be analyzed through assessments such as iReady, Aleks, Common Lit, and other high-quality staff generated assessments. Student that demonstrate an understanding of all of the grade level content standards will be promoted to the next grade. The assessments mentioned provide the staff with the opportunity for early intervention of students that are on not on track to demonstrate proficiency. Students at risk for not reaching grade-level standards will receive additional academic supports through our MTSS.

Attach any Additional Documentation or Notes (if necessary):

SECTION THREE	ATTENDANCE AND PARTICIPATION
Resource Link(s):	[Communications Planning](#)
Attendance Requirements	What are your school district's **attendance requirements** for remote learning? Possible/Optional item(s) to consider: ● Created a communication and attendance plan for staff and students

Address Attendance Requirements Here:

Districts and school are required to "***convert to and report* attendance in hour increments"** for each student.

In order to provide flexibility for families and staff, we will record attendance on a _weekly basis_.

Teachers will plan **online** or "synchronous" opportunities on a daily basis for their students.

We recognize that families have varying degrees access to online content and will access and complete assignments outside of the synchronous opportunities. In this case, students and teachers will need to keep track of **independent** or "asynchronous" time through an attendance log.

Teachers will contact students on a daily basis and record their interactions with parents of absent students. Teachers will contact their building administrator when a student has been absent from 2 days without any explanation or contact. Building administrators will begin to implement the attendance intervention process.

Participation Requirements	How will your school district document **student participation** in remote learning opportunities? Possible/Optional item(s) to consider: ● Created a plan for documenting student participation in remote learning ● Communicated the plan with families and other stakeholders

Address Student Participation Requirements Here:

Student participation will be documented in 2 categories on a daily basis and compiled on a weekly basis for tracking purposes. A column for synchronous (ON) time will be kept by staff along with a column for asynchronous (IND) time. This process will require the support by the family in keeping

an attendance log of asynchronous time. This requirement will be communicated through primary and secondary open houses in addition to district communications including examples.

Example:

STUDENT		8/24/20		8/25/20		8/26/20		8/27/20		8/28/20		8/29/20		TOTAL
	Time	ON	IND	ON	IND	ON	IND	ON	IND	ON	IND	ON	IND	
Izor, Jay-jay		2	2.5	Ab	5	3	4	2.5	1.5	2.75	2	3	2	30.25
Kincer, Alberta		2	3	3	5	3	2.5	2.5	3.5	2.75	3	3	3	36.25

Attach any Additional Documentation or Notes (if necessary):

SECTION FOUR	PROGRESS MONITORING
Resource Link(s):	Exceptional and At-Risk Youth
Progress Monitoring	How will your school district **progress monitor** student progress with remote learning? Possible/Optional item(s) to consider: ● Developed a Plan to monitor student progress with remote learning

Address Monitoring Student Progress Here:

instructional goals and stay on track to complete their course. Having this real time data available helps students take accountability for the individualized coursework.

Progress Tracking:
- How many students are On Track to finish their course(s) on time?
- How many students are either Partially Disengaged or Fully Disengaged? Click to see the students.
- How many students are using our online learning platform?
- View an individual school or all schools within the District.

Users may group views by Schools, Courses, Teachers, and Students based on permissions set:

Teacher's Class View

Pacing and Academics Class Wide

Teachers are able to see a simple layout of how their students are doing.

Any numbers can be clicked to view the progress of the students within that grouping:

Student Detail

Number of assignments

Attach any Additional Documentation or Notes (if necessary):

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: ● Parent/Student surveys have been reviewed ● Technology Plan has been created to ensure equitable access

Address Equitable Access to Quality Instruction Here:

Both digital access and printable versions of the online content will be provided to ensure students have equitable access.

1. Post announcements and assignments on a daily basis.

2. Post any links to material if it is available online.

3. Post any video explanations if appropriate.

4. If a teacher is able to record part of a lesson, in which they are the only person on screen, this could be added to the posting. Example: lab activity, read- aloud, think-aloud, demonstration, etc…

5. Provide a means for students to complete and submit work.

Attach any Additional Documentation or Notes (if necessary):

SECTION SIX	**PROFESSIONAL LEARNING**
Resource Link(s):	Professional Learning Needs
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: ● Created and communicated a Professional Learning plan that includes professional development to help teachers enhance remote learning.

Address Professional Learning/Development Here:

Professional development will be provided by our team of former instructors. Professional development will be provided on-site, virtual training, and recorded training. Our email support line is monitored closely throughout the day. Upgrades to the system are seamless and designed to have zero impact on learning. Most members of our training team have been with us for a minimum of five years. Each person has extensive classroom experience and are experts at the WCSD Learning Management System.

WCSD is experienced in providing the right type of support all staff. WCSD has student achievement of its program and student achievement objectives. Our implementation support model starts with the following model:

Strategy	Preparation	Implementation	Continous Support
We will meet to discuss and assess program goals and identify the most effective implementation model.	Once the implementation model is chosen, the district will set-up a training schedule to jumpstart district personnel and ensure all technical specifications are met.	WCSD will begin to train district personnel on how to best utilize the system as information is shared and organized between staff and the district. This will be a combination of	We will utilize our technology department and our curriculum department.

onsite training and
webinar training.

The implementation plan and scheduling will be customized to best meet WCSD program and student objectives. The sample implementation plan overviews the tasks and major components of work.

Tasks	WCSD	THE SCHOOL Staff	Duration
Implementation planning meeting: ● Set program goals and success indicators ● Establish timelines ● Identify key SCHOOL personnel ● Determine training schedules ● Implementation best practices	Implementation Team	Site Administrators Program Director	2 days
Ongoing: ● Monitor student progress ● Identify struggling students ● Individualize student learning	Client Services Implementation Team	Teaching staff Administrators	
Program effectiveness (Weekly) ● Effectiveness ● Results ● Usage	Client Services	Teaching staff Administrators Program Director	

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