

**WRIGHT PREPARATORY
ACADEMY**
[2020-2021 REMOTE LEARNING PLAN

School Name	WRIGHT PREPARATORY ACADEMY		
School IRN	015713		
Sponsor Name	St Aloysius Orphanage	Sponsor IRN	083246
Board Adopted Date	07/27/20	Board President Signature	<small>DocuSigned by:</small>  <small>BDE3A603560C479...</small>

Describe the remote learning plan your school intends to implement for the 2020-2021 school year.

Note: If your school has a plan with multiple options (i.e. Option A, Option B, Option C) please explain each option in detail and include scenarios for when those options will be implemented.

Remote learning resources are available on the Ohio Department of Education's website [here](#).

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 1st 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 6 feet

Option 2: Hybrid

Instruction

Students will come to the school building two days per week for a full school day and will engage in learning from home 3 days per week as follows: **HYBRID DAYS- TUE/THUR VIRTUAL LEARNING DAYS- MON/WED/FRI**. Students will be assigned to a Hybrid classroom where they will be provided with in-person instruction and as well as utilize their online courses. Teachers will facilitate standards-based instruction using the Accel's Management Platform- AMP. 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 as well as remotely when working virtually. For general education students as well as special education students, scheduled communication will be sent the family with updates on the child's academic progress and their social emotional well-being. Academic progress can also be accessed via the parent login for AMP. Communication may also occur through phone calls, video conferencing, emails, postal mail 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- Virtual
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.

Describe how student instructional needs will be determined and documented for the 2020-2021 school year. How does the school plan to assess students' knowledge, skill and competencies?

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 bi-weekly 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.

RESPONSE TO INTERVENTION PLAN

This RtI plan was created based on Tier I reading instruction and evidence-based strategies. Tier II and Tier III interventions are for students who need additional support in reading.

Assessment:

- Screening Tools: Teachers have access to various screening tools that can be utilized based on individual needs of students and teachers. Screening tool examples may include, but are not limited to: Pre-A Screeners, Print Concept Screeners, Fountas and Pinnell Universal Screeners, or the leveled MTSS assessment screener.
- Universal Screening: Universal screeners are completed for each student to verify risk.
- Data Points to Verify Risk: Each screener has data alignment to verify students who are at risk or off-track, as well as proficient and above grade level.

Progress Monitoring:

- Progress Monitoring Tools: Teachers will employ progress monitoring plans for each tier of instruction. These resources are based on best practices for instruction and are evidence-based intervention strategies.
- Progress Monitoring Process: Teachers will follow the ACCEL Schools MTSS for progress monitoring support. Tier I progress monitoring support is outlined by network-aligned assigned calendars. Tier II supports are completed on a bi-weekly basis, with monitoring of each student discussed during MTSS building meetings. Tier III-supported students are progressed on a monthly schedule, with all data being compiled and discussed during MTSS building meeting.

Data Based Decision Making

- Data Based Decision Making Process: WPA teachers will utilize various forms of data for MTSS supports and decision making for students. Teachers have access to various formative and summative assessments, as well as access to district- wide progress monitoring for students identified as at-risk.
- Responsiveness to Tiers II/III Levels of Intervention: Students who have been assessed as “at risk” are identified by the building MTSS team, in collaboration with the classroom teacher. After identifying the student’s academic strengths and weaknesses, the MTSS team prescribes an academic intervention and an amount of time that the intervention should be taught and re-assessed. The MTSS team reconvenes after the prescribed amount of time for another data analysis to determine if the intervention has been successful. Tier II and III data is analyzed after a four to six-week period to see if there has been any academic growth. With the current MTSS framework, building leadership has the autonomy to offer Tier II and/ or Tier III support in accordance with individual student needs.
- Teachers must recognize the differences and implications associated with each type of struggling reader. Assessments used for diagnosing reading problems and monitoring reading progress, reader placement and exit criteria (also known as decision rules), as well as the likelihood of success in core instruction or with a specific intervention, are tied to the needs of the learner.
- Learners who have difficulties characterized as phonological will require assessments of word-level reading broken down by the component skills, such as 21 decoding and phonological skills, including phonemic awareness, letter-sound knowledge and rapid automatic naming, and interventions directly associated with the teachable word-level reading skill;
- Learners with challenges characterized as a language difficulty require more language-oriented assessments and interventions associated with linguistic comprehension, such as vocabulary, background knowledge, working memory, inferencing and comprehension monitoring; and

- Learners who experience mixed reading difficulty will require diagnostic assessments in both word-level reading and language comprehension, as well as interventions addressing both needs.

Describe the method to be used for determining competency, granting credit, and promoting students to a higher-grade level.

Competency will be determined through regular assessments:

1. Regular Assessments
 - a. *NWEA MAP*
 - i. All schools should deliver NWEA MAP assessments to the appropriate grade levels within the specified testing windows.
 - ii. Students who are working virtually will be expected take the NWEA assessments through an online proctored environment within Canvas during the same timeframe.
 - b. *Biweekly short cycle assessments*
 - i. Schools will be given several flexible options around how to create and deliver these assessments. More to come on this topic.
 - c. *ACCEL-wide Common Mock Assessments*
 - a. We will be using Mastery Connect this year for our common ACCEL-wide mock assessments.
 - b. These will occur for all students in grades 3-8 in Math and ELA in all ACCEL Schools.
 - i. There is an option for schools to also assess science in grades 5 and 8.

Credit will be granted based on successful completion of online or traditional classwork, projects, tests, quizzes, and participation in activities as outlined in the attendance requirements based on the school's grading scale.

The school will follow the school board's promotion and retention policies in addition to any consequential amendments that follow with respect to the allowances made for virtual, hybrid, and traditional learning.

Describe your school's attendance policy for the 2020-2021 remote learning plan.

Attendance will be taken daily

- d. For students in the building, standard attendance taking procedures should be applied.
- e. For students working remotely on any given day, schools will look to other measures as an indication of attendance. Board policies related to attendance will be reviewed and modified as necessary, with Board approval, to include any proposed changes to

the attendance policy. WPA will use the following metrics to measure active daily participation. Measures to consider include:

- i. Turning in assignments through Canvas
- ii. Participation in a synchronous Big Blue Button session with a general education or Special Education teacher
- iii. Responding to a threaded discussion
- iv. Attending a teacher's virtual office hours for individual support
- v. Recording activities in the offline tracker in Canvas

What learning opportunities will be available to students? How will the school document participation in learning opportunities? For additional support, consider reviewing the TEALS Program guide [here](#).

1. All Wright Preparatory Academy students will utilize the Canvas platform for their virtual instructional interaction with instruction.
2. The sequence of standards taught across each mode of learning at the grade level will be the same as those learning in the traditional and hybrid model.
3. All courses, regardless of where the instruction takes place, will be graded using the school's typical and official grading scale and policies.
4. Wright Preparatory Academy will provide a virtual learning experience for students that is equitable to their grade level peers who are receiving their instruction in the school building.
5. All students who receive Special Education services will receive the services prescribed by their IEP. These could be delivered on the days the student physically attends the building, or virtually through Canvas.

Provide a statement describing how student progress will be monitored.

Option 1: Full time in school

- NWEA
- Running records (K-2)
- 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: Hybrid

- NWEA
- Running records (K-2)
- 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
- Running records (K-2)
- 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

Describe how equitable access to quality instruction will be ensured. More information regarding equitable access and local equitable access planning [here](#).
Equitable Access to Quality Instruction:

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.

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.

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.

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.

Provide a description of the professional development activities that will be offered to teachers.

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 modality the teacher will be working within.

All teachers:

Canvas 100- features and functions of the learning platform
Understanding the scope and sequence of the AMP courses
iReady, Eureka Math, & Edmentum
Culturally Responsive Teaching
School Health and Safety Protocols

Virtual teachers only:

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

School leadership teams:

How to monitor and provide effective feedback to virtual teachers

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