

# Menlo Park Academy

## Remote Learning Plan 2020-2021

School Name	Menlo Park Academy		
School IRN	000318		
Sponsor Name	ESC of Lake Erie West	Sponsor IRN	013612
Board Adopted Date	8/20/2020	Board President Signature	DocuSigned by:  6478CB3ECF024EE...

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

The basic premise of our virtual learning program is that the instruction will be presented in a manner that will allow for consistency of the student experience, whether they attend classes in the building or participate virtually. However, the plan has been developed to convert easily to all-virtual instruction should the situation warrant.

Note: The School Leader will determine, on an individual or school-wide basis, which form or forms of instruction students will utilize based on requests, safety conditions, and other relevant circumstances.

### **Plan A: Traditional Learning Model with a Virtual Model option Concurrent Classrooms (Virtual Learning Program and In-Person options)**

#### *Instruction*

The traditional learning model will be considered beginning in the second trimester and families have a choice on a virtual or in-person modality. Both modalities will follow the same daily schedule to ensure equitable access to content. In this model, all students are engaged in the same content and activities, with the option to engage virtually or in person. Virtual students will navigate an online platform and engage in the same instructional activities as students who are learning in the building, although those activities may not happen concurrently. Instruction at all grade levels are given the following standard for delivery;

#### *Expectations*

Teachers will conduct daily synchronous daily morning meetings/advisories

- Teachers will conduct 60 mins of virtual office hours per day (consistent times)
- Teachers will provide an average of 30 mins of activity/work each day for each class (grades 5-8) or subject (grades K-4) taught
  - Each lesson plan will have a “must do” (artifacts of learning to be collected and determined by the teacher)



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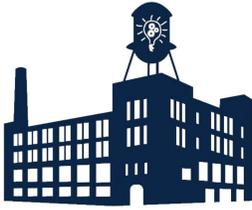
- Focus on mastery, not seat time
      - Each lesson plan will have a “may do” (further enrichment for students that go beyond mastery)
  - At least 3 virtual synchronous sessions per week during class time on the schedule
    - Synchronous sessions may be shorter, in small groups and more frequent for K-4
    - Synchronous sessions may be whole-group for 5-8
  - At least 3 virtual asynchronous sessions per week, released on a regular schedule
    - These should be from teachers and not outsourced
    - Outsourced material may be used as a supplement the lesson

Each day, students will be expected to attend morning meetings, end-of-day wrap-ups, consistent and scheduled check-ins with teachers, initial check-ins with electives and encores, scheduled small group Google Meets and other regular select activities including counselor run activities to address social and emotional needs. Virtual students will attend all whole group Google Meets in real-time, even though they will be recorded and stored in a shared folder for any student to view or review later.

We recognize that each family’s situation is unique and that the conditions will evolve over the course of the Coronavirus time period. Therefore, we will ensure that all of our students’ experiences are compatible. We will have an emphasis on Project-Based Learning to allow greater differentiation and interest for students when they are doing independent work. This will enhance the experience for both modalities and will allow latitude for Gifted students and cross-curricular design in our concurrent model. Since Menlo is a 1:1 school, students will have consistent technology access so that each student through their devices as well as in-person or virtual modality, can move forward academically. The K-8 student experience at MPA will be standardized by using a consistent platform across the school, which is the Google platform.

### *Health and Safety Protocols*

- Daily individual temperature assessment for all students and staff
- Focus on grouping students in cohorts
- Individual supplies
- Facial coverings
- Frequent hand washing/sanitizing
- Frequent cleaning and sanitizing of surfaces
- Limiting outside guests
- One-way foot traffic
- Social distancing maximized up to 6 feet



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### **Plan B: All Virtual Learning Program with a “Menlo Learning Lab” Option**

#### *Purpose*

In this option, the only changes to our programming will be the physical location of staff and students. All other elements of the virtual learning program are congruent.

The purpose of the MLL is to provide an option for in-building support to students in the VLP. Students will be virtual learners with their MPA instructors, but may have diverse needs that necessitate assistance from a physical learning environment. There could be a variety of needs including; parents/guardians who must return to work and have difficulty securing childcare, the need for socialization, the need for specific services for disabilities, access to other resources, and educational support. There are two major components to the MLL as well as some additional benefits.

#### *Learning Coaches*

There is evidence that students, especially elementary students, have much better success as virtual learners when they have an adult to help facilitate the virtual classroom. We will leverage our paraprofessionals and other staff to facilitate students' experience with the VLP. Students are expected to participate in the VLP whether at home or in the MLL. The Learning Coaches are there to supervise, troubleshoot, and support.

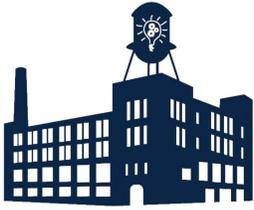
#### *Additional Offerings*

In this all-virtual option, teachers are encouraged to use designated areas of the school as studio space for broadcasting synchronous lessons and recording asynchronous lessons. In addition, teachers can conduct scheduled events for in-person student participation.

Students in the MLL will receive assistance on additional enrichment activities, should they complete schoolwork with free time available. This additional time could also include outdoor play, games, and puzzles...etc. Brain & Body Break, Lunch, Recess, and DEAR time may be held outside, as weather and staffing permits.

#### *Health and Safety Protocols*

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- Focus on grouping students in cohorts
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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?

### *Student needs*

Whether students are in-person or virtual, their instructional needs as gifted learners will be determined and documented through baseline starting points by pre-assessment. We will use in-person and virtual versions of the KRA, MAP, and NWEA as the situation permits. Identified academic gaps will be addressed through a focus on specific student needs and differentiating instruction. Post testing will be conducted in the second and third trimesters to determine student growth and form future learning pathways for each student.

### *Documentation of Student Needs and Progress*

Student needs and progress will be facilitated through Google Classroom, including Google Meet and other applications in the Google Suite in all learning modalities. All students and parents will have access to Google Classroom and Google Suite. Additionally, students and parents can expect consistent opportunities for communicating and interacting with teachers each day. The times for such opportunities and communication may vary from grade level and by the teacher.

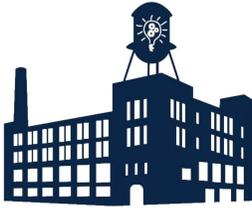
### *IEP/504/ESL/WEP*

Students will continue to be provided needed services in both in-person and virtual modalities with high fidelity and use of individual plans (WEP'S). Through Google Classroom, student goals and required interventions and accommodations will be communicated to teachers, intervention specialists, students, and parents, when appropriate while protecting the privacy of students and families. Meetings for processing the need and type of special services and other student-specific meetings will be conducted safely in-person and virtually through Google Meet. All IEP interventions and 504 accommodations will be continued.

Contact will continue with our contractual service provider to ensure the required services are being implemented (psych, OT, PT, ESL, etc) for identified students.

### *Student assessment*

Both formative and summative assessments will be used to measure academic growth, assure correct placement in ELA and Math, and plan future instruction. Teachers will formatively assess students on a daily basis as an integral plan of lessons and activities. There will be an emphasis on summative assessments being done using NWEA testing and through the End of Project, Project-Based Rubrics, which will be created by teacher teams with the help of student input. Projects, portfolios, or other culminating work artifacts will be



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used to determine mastery or level of performance at the end of each learning experience. Summative assessments will be used advisably and equitably by both in-person and virtual learners. Documentation of assessments will be recorded through Google platform while honoring students' required IEP interventions and 504 accommodations.

### *Grading Scale*

We will use our typical grading scale with our elementary students (K-4) using standards-based reporting and middle grades (5-8) using a traditional scale. The same grading systems and scales will be applied to all models on program delivery, concurrent virtual and in-person, and all virtual.

### *Administrative Quality Checks*

Teachers will complete a progress monitoring, live document tool to be reviewed by either the school director or curriculum director every two weeks. This formative evaluation tool will be used to guide and support teacher expectations and navigation through our teacher empowerment system (a system used to find peer assistance toward a needed instructional skill).

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

Students will be assessed tri-annually using the NWEA MAP assessment. In addition, daily formative feedback will be provided based on current learning targets and delivered through the Google platform.

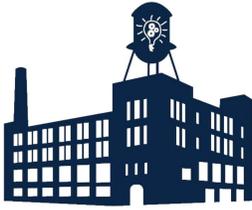
Students will be graded for mastery using the existing/traditional grading scale. Artifacts of learning/mastery will be collected through the Google platform and shared with authentic audiences. Artifacts would include, projects, portfolios, evidence of progress, and traditional assessments. There will be a focus on student-generated rubrics as well as self-assessment.

The promotion will be granted to students that meet all minimum requirements, specifically in math and ELA. Students who fail the first trimester in either or both will be identified and action plans will be created with the families to ensure that problems are properly identified and remedied moving forward.

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

### *In-person Attendance*

Student attendance for in-person will follow standard attendance policy. In-person student



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attendance will be taken at the beginning of the day, during advisory/morning meetings, and in each subsequent class period, including the end-of-day wrap-up. Elementary students will have attendance taken each time students return after leaving the direct care of the teacher with the exception of restroom breaks.

### *Virtual Attendance*

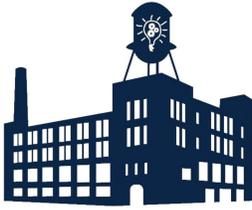
Virtual learning, whether it be as part of the concurrent virtual/in-person model or the all virtual model will follow the “72-hour rule” set forth in Ohio Revised Code §3314.03(A)(6)(b) “for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student.”

Attendance will be taken at the beginning of the day, during advisory/morning meetings, scheduled teacher check-ins, at the beginning of subsequent courses, and the end-of-day wrap-up. Attendance will be granted for synchronous time through a presence in a Google Meet and by showing evidence of learning from asynchronous time (independent work time) that was not explicitly virtually engaged.

Attendance and absenteeism policies for both modalities of learning environments will follow Ohio Administrative Code 3301-69-02; Excuses from school attendance.

- Teachers will track student participation in the out-of-school setting based on attendance in any synchronous lesson or through evidence of completion of asynchronous work or lessons through log-in data, completed assignments, teacher logs, and/or any other data available through online platforms.
- The School will communicate attendance requirements upon enrollment or at the start of the year, and staff will regularly communicate attendance and documentation expectations.
- 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 state 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.

What learning opportunities will be available to students? How will the school document



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### participation in learning opportunities?

#### *Opportunities*

Our virtual program will continue to follow our traditional grouping model. Menlo uses a multi-age grouping model as the core of its program in order to accommodate the asynchronous development of gifted learners. Students are mixed (K/1, 2-4, 5/6 and 7/8) for homeroom/morning meeting/advisory and placed in groups by ability for language arts and math, irrespective of their grade level. For primary and intermediate, Science and Social Studies are woven throughout the day. Focus is on project-based learning. For middle school grades, Science and Social Studies is compacted and alternate content topics each year. This enables students to be mixed by grade level for these courses and not repeat content regardless of their grade level.

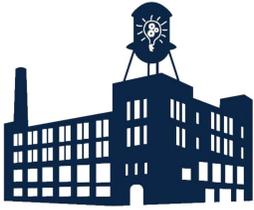
Given the focus on ability-based placement, Language Arts and Math classes for lower & intermediate schools are scheduled at the same time each day. This enables students to be placed in the group that best fits their abilities, regardless of their actual grade level.

Within each class, regardless of the modality of instruction, teachers are expected to provide instruction appropriate to each child using instructional strategies that have been found to be effective with gifted learners: differentiation, compacting, depth of study, and others. Teachers have the autonomy to use a wide range of instructional tools to implement instruction with creativity and fidelity while adhering to the school's program standards and enforcing safeguards (distancing, hygiene, etc) to protect the health of all students in the MLL. The following is a list of potential opportunities for all students and may vary, depending on the grade level.

There are potential opportunities to schedule a safe, distanced outdoor activity in which all students for a given class can participate. This could serve as enrichment for student socialization and wellbeing.

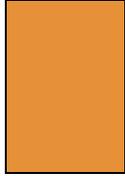
#### *Virtual Learning Program*

	Synchronous Virtual Sessions	Asynchronous Virtual Sessions
Who?	<ul style="list-style-type: none"> <li>with teachers as a whole group</li> <li>teachers in small groupings</li> <li>with teachers an individual</li> <li>with peers</li> </ul>	<ul style="list-style-type: none"> <li>with teachers</li> <li>with peers</li> </ul>
What?	<ul style="list-style-type: none"> <li>Various instructional strategies</li> <li>PBL launches</li> <li>PBL Sharing</li> <li>Share-outs</li> </ul>	<ul style="list-style-type: none"> <li>Various Instructional Strategies</li> <li>PBL doing</li> <li>Virtual Learning Applications</li> </ul>



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- Consuming and creation of feedback

- Consuming and creation of videos
- Consuming and creation of feedback

### *Menlo Learning Lab*

The students attending the MLL will be participating in the VLP from the school building. With facilitation from their Learning Coaches, there will be opportunities for students to participate in outdoor time within the school day as well as other activities when time permits.

### Provide a statement describing how student progress will be monitored.

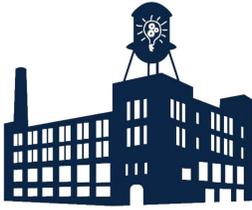
In any and all physical locations, student progress will be monitored through a variety of the following.

- NWEA
- Artifacts of learning as described by the various strategies utilized in each lesson
- PBL products and portfolios
- Formative and summative assessments designed by the teacher or based on a curricular resource
- Regular review of progress within their the Google platform, participation, and standards mastery

### Describe how equitable access to quality instruction will be ensured.

One of the parameters of the Menlo program is to provide as much equivalency between the in-person and virtual programs as possible during the time period of schooling during Coronavirus. We do this in a number of ways including:

- Having teachers working as partners to provide both in-person and virtual concurrent experiences
- Using assessments to assure every student has instruction at his/her instructional level regardless of grade or age
- Maintaining acceleration screening to advance academically ready students
- Providing all students with the technology to access instruction and contact with teachers
- Provide focused activities and group counseling to support social and emotional learning and support



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- Provide materials for academic learning and special projects
- Continue the breakfast and lunch programs for those families that are eligible so no child is expected to learn when hungry
- Students who are income-eligible are supplied with all necessary materials to complete schoolwork or projects, club fees for in-house clubs, field trip fees, and other fees normally associated with our required material fee.

Menlo Park Academy will have a 1:1 ratio of Chromebooks for our reopening, including grades K and 1. Both virtual and in-person students will borrow a school-provided Chromebook to access instruction and contact with their teachers. Chromebooks will remain with students and will be taken home by our in-person learners, each night. This will ensure sanitary conditions are met and allow our in-person students to have their device, should the need arise to stay at home.

We will continue to provide daily free breakfast and lunch for in-person students who qualify. For virtual learners or all learners should we go to all virtual, meals can be picked up once per week. Menlo averages 23% to 26% of its students as eligible for free and reduced lunch. This is a continuation of our summer food operations.

Should the conditions of the pandemic affect a student's ability to access instruction, the school will ask parents to contact the school so we can assess and evaluate situations on a case-by-case basis to determine necessary accommodations.

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

In order to best serve the needs of our community, it will take additional support and training of our faculty and staff. We will be focusing our efforts on robust, year-long training for both Google Suite, Social-Emotional Learning, and Project-Based Learning.

Training modules will be made available for teachers during the last couple of weeks of summer to enable those who desire a head-start. In addition, we will be providing time and opportunity for teachers to work together to collaborate on systems, PBL rubrics creation, lessons, teaching models, assessments, and portfolio design. Our nine days of professional development will be fully used to concentrate on instructional practices and important health protocols and procedures.