

Horizon Science Academy Denison

**Return to In-Person Learning Plan**

2021-22 SCHOOL YEAR

Horizon Science Academy Denison proposes a return to in-person learning for scholars(Phase C) for the first quarter of the school year (modeling our area public school district), and we will evaluate each quarter and model what our area school district chooses. Horizon Science Academy Denison will deliver instruction through direct instruction when health and safety options make that possible.

Depending on the circumstances, students will be in attendance 100% of the time in the school building.

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

HSAD will administer STAR Early Literacy, Reading, and Math assessments in the first month of school and then every nine weeks throughout the school year. At the beginning of the school year this assessment data, along with prior academic records, will highlight areas of mastery along with learning gaps that will need to be addressed in classrooms. Scholar needs will be compiled from these assessments and documented via the Concept Schools student information system. Teachers will be able to better identify critical areas of focus and more appropriately plan for differentiated instruction.

In addition, these assessments will give teachers and administrators insight into individual scholar needs, as well as areas to address within each class. This data will be used to make informed decisions regarding lesson planning to meet individual and classroom needs. Also, the data will allow HSAD to determine at what level scholars are placed in HSAD's Response to Intervention (RtI) process, in addition to who should receive Title I Reading or Math support during FY22.

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

Competency and promotion will be determined based on the scholars' academic progress. Completed remote learning assignments (bellwork, classwork, homework, essays, tests/quizzes, fluency assessments), as well as participation in discussions with classroom teachers via Zoom and/or Google Meet, will be used to determine scholar's mastery of material and learning standards and subsequent promotion.

Assessments will be administered in the classroom during designated testing windows. There will be a fall testing window, and then students will take the assessments at the end of each quarter.

All scholars will meet Board policy requirements for promotion. HSAD's promotion policy states that scholars must have passing grades in all four of the following core subjects: Language Arts, Mathematics, and Science. Scholars must have at least an accumulative GPA of 1.0 in a school year to pass a class. The grading scale is based on a 4 point scale. In addition, 3rd-grade scholars must have reached the promotion score on the reading subtest of the state test or state-approved alternative test in order to be promoted.

### **III. ATTENDANCE REQUIREMENTS AND DOCUMENTATION OF LEARNING OPPORTUNITIES**

All students will be expected to follow the school daily schedule. Building attendance will be taken by 9:30 am and each period throughout the school day.

If a student tests positive for or is exposed to a COVID-positive individual, we will provide said student with remote tools to help them continue their schooling at home to avoid absenteeism. School personnel will follow Board-adopted truancy policies when a scholar fails to participate in the remote classes available during their quarantine.

School personnel and parents/guardians will be in regular communication regarding attendance and completion of assignments for all students.

### **IV. STUDENT PROGRESS MONITORING**

Teachers will conduct ongoing progress monitoring during class with the whole class, small groups, or individuals. Teachers will use data collected from the following items, but not limited to bellwork, homework, classwork, weekly assessments, participation in class discussions, samples of written/typed work, fluency assessments, data from a curriculum-based measurement program, and anecdotal notes to monitor progress. Additionally, school personnel will review data from formative and summative assessments in each content area. Star Early Literacy, Reading, and Math assessments will provide valuable information to teachers and administrators regarding academic proficiency and the possible need for intervention.

A building Response to Intervention (RtI) team consisting of administrators, teachers, and Intervention specialists (when appropriate) will meet at least quarterly to monitor scholar progress, make instructional adjustments, and modify support services as circumstances warrant. Parents/guardians will receive score reports from the STAR assessments, as well as regular communication from school personnel. Teachers and Administrators will use a variety of methods to communicate scholar progress and achievements.

### **V. ASSURANCE OF EQUITABLE ACCESS**

HSAD will make efforts to ensure that all students have equitable access. Each scholar will be provided with a Kindle Fire (K-2) Chromebook (3-8) for instructional use at school

and at home. Families without appropriate internet access will be provided with a hotspot for use in their homes. Any needed technical support or repair will be provided by the school. Parent and scholar training of technology platforms, programs, and tools for academic purposes will be provided as needed. All aforementioned items will occur at no expense to families or scholars.

Scholars will participate in in-person sessions with the teacher, unless it is deemed unsafe for them to do so (positive COVID test/exposure to positive COVID individual). Also, all content area lessons will be made available for scholars to reference at later times using Seesaw and Google Classroom. Based on progress monitoring/assessment and parent feedback, if a scholar is unable to effectively progress with the curriculum as presented online, the team will meet to determine if additional support is needed.

All extended services will be provided in-person, including but not limited to tutoring, RTI, mental health services, special education services, 504, ELL, evaluation processes through school psychologists, occupational therapy, and physical therapy.

HSAD will make sure all expectations are presented in a clear, concise manner that is accessible across media platforms and in appropriate languages. School personnel will communicate regularly with scholars and families to ensure social-emotional, academic, or technology needs are addressed appropriately.

## **VI. DESCRIPTION OF TEACHER PROFESSIONAL DEVELOPMENT**

HSAD will be addressing key areas of professional development this school year. Specifically, we will be focusing on distance learning, social-emotional learning, and COVID-19 preparedness. We will be assigning the following professional development sessions, but not limited to:

- Use of LMS - Google Classroom Certification (teachers in grades 3-8), SeeSaw Certification (teachers in grades KG-2)
- Use of online curriculum resources and supports such as IXL (grades K-8), Journeys-ELA (KG-5), Collections-ELA (6-8), MyMath (KG-5) or McGraw Hill Math (6-8), Renaissance Star Assessment reports (Early Literacy, Reading and Math K-8)
- Health and Safety including, but not limited to COVID19 awareness and preparedness, hygiene and sanitization, multiple layers of health protections, appropriate use of PPE, modifications to safety drills (fire, tornado, intruder, etc.)
- Social-Emotional Learning and Support
- Updates to school policies and procedures in response to COVID-19

Date of Board Approval: \_\_\_\_\_

Authorizing Signature for the Board: \_\_\_\_\_

School Leader Name: \_\_\_\_\_

School Leader Contact: Email: \_\_\_\_\_ Phone: \_\_\_\_\_