

Fall 2021 Opening Plan

School Information
Campus Name(s): Horizon Science Academy Belmont
Plan Completed By: HSA-Belmont Administration
Email: kartal@hsabelmont.org
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Resources: *ISBE Mandate*, [CDC Covid-19 Mitigation Strategies](#), [IDPH Press Release](#), [TNTP School Leader Action Guide](#), [Moving Forward Together Guide](#), [Charter, Contract, ALOP](#), and [SAFE Schools MFT Budget Guidance Crosswalk](#)

Guiding Questions	SCHOOL RESPONSE
<p><u>OUTREACH & RE-ENGAGEMENT</u> What are the specific strategies and interventions identified to conduct outreach to students and families and re-engage them in the school community?</p> <p>Evidence based best practices to consider:</p> <ul style="list-style-type: none"> • Student and Family Outreach and Engagement 	<p>HSA-BELMONT will use a combination of front office, APs of School Culture (APSC), and Grade-Team meetings to monitor attendance and ACADEMICdata, offer support and interventions, and communicate with families regarding student engagement. Monitoring will continue throughout the year on a weekly basis from the APSCs and in bi-weekly Grade Team meetings where intervention strategies are implemented.</p> <p>Tier 1: (Universal Supports)</p> <p>HSA-BELMONT will utilize phone-bank messages and texts to all families, as well as email and web page announcements to communicate plans and solicit feedback moving into the re-opening. HSA-BELMONT will host grade-level 'family nights' to welcome families back to school and to meet staff and hear expectations. Typically these are done in-person with food, however, if necessary HSA-BELMONT will utilize a virtual platform for these events. Throughout the year, HSA-BELMONT will implement SEL into its curriculum and classroom practices.</p>

Fall 2021 Opening Plan

	<p>Tier 2: (Targeted Supports)</p> <p>HSA-BELMONT (APSCs) will send targeted calls and emails to Tier 2 students in order to discuss re-opening plans and ensure the family is prepared for day 1. This will include sheltered students. Throughout the year, students with 2 or more indicators will have interventions discussed in Grade-Team meetings, including but not limited to: parent meetings, small group counseling, and home visits (especially for attendance issues).</p> <hr/> <p>Tier 3: (Individualized Supports)</p> <p>Students who fall under Tier 3 will receive home visits from an APSC (AP of School culture) and possibly other teachers. Individualized re-engagement plans may be utilized in conjunction with teacher-staff conferences.</p>
<p>ACADEMICS</p> <p>What are the specific strategies and interventions identified to support students academically and to accelerate learning?</p> <p>How is the school prioritizing specific student needs, especially for diverse learners and english language learners?</p> <p>What is the process for addressing the students who need the most support and providing instructional support through MTSS?</p> <p>Evidence based best practices to</p>	<p>Tier 1: (Universal supports)</p> <p>What are the specific strategies and interventions identified to support students academically and to accelerate learning?</p> <p>HSA-BELMONT’s goals will be to close learning gaps and establish an accelerated approach to learning. HSA-BELMONT School admin and teachers will work to implement the following strategies and interventions to support students academically and accelerate learning. The following research based tier 1 interventions and strategies that can be implemented are:</p> <ol style="list-style-type: none"> 1. Develop back-to-school activities and lessons that promote well-being and establish expectations for the school year. 2. Start the school year with structured diagnostic assessments plans such as ANet and NWEA to gain an understanding of the student baseline and in order to determine what supports specific populations of students need. 3. Provide students with research based intervention 4. Regular progress monitoring will be provided through weekly grade level teacher meetings. Where invention data and effectiveness is regularly tracked and monitored. <p>In addition:</p> <ol style="list-style-type: none"> 5. Tutoring programs,

Fall 2021 Opening Plan

consider:

- [Learning Acceleration and Access to High Quality Grade-Level Content](#)
- [Early Literacy Instruction](#)
- [Targeted Intervention and Tutoring](#)
- [Expanded Learning Time](#)
- [Supporting our Diverse Learners and English Learners](#)

6. Math and reading interventionist in core content areas. Using a pull-out schedule to support the delivery of these interventions in person settings.
7. Web-based resources that will provide extra support to recover lost learning.

Tier 2: (Targeted)

GENERAL EDUCATION STUDENTS

HSA-BELMONT will use all available IAR, ISA, NWEA data, SEL scores, and current/past grades. Panorama, and current/past grades in order to identify learning needs. This data will help us to identify exactly unfinished learning needs. After Identifying the content knowledge and skills that our students might struggle with at their current grade level, HSA-BELMONT staff will fill those potential gaps with early targeted intervention and tutoring during and before/after school. This will allow HSA-BELMONT to expand the learning time. More specifically, diverse learners will receive explicit, structured literacy instruction that emphasizes the use of multisensory learning (MLS) for literacy intervention with a high level of student-teacher interaction. HSA-BELMONT will utilize the four modes of language, background knowledge, and vocabulary development to bridge the gap between language and content to foster success and growth for its English learners. Classroom teachers will make use of the RtI procedures as necessary to support students. Struggling students will get extra support through tutoring and push-in or pull-out services as necessary.

DIVERSE LEARNERS

How is the school prioritizing specific student needs, especially for diverse learners and English language learners?

HSA-BELMONT will provide a Free Appropriate Public Education to students in their Least Restrictive Environment in accordance with students' Individual Education Plans (IEP). To ensure ongoing growth and progress, HSA Belmont will consider each student's IEP in order to create Specially Designed Instruction and interventions based on each student's IEP goals, that will support students progress towards meeting their IEP goals. HSA-BELMONT will implement the following best practices:

1. Identify which students need supplemental instruction or practice based on the analysis of Tier 1 needs. The use of diagnostic principles will allow staff to create individualized instruction and continuous assessment and progress monitoring.
2. Provide intensive, specially designed instruction with targeted goals and objectives.
3. Progress monitoring of student IEP goals, grades, and assignments will be provided bi-weekly in order to identify students who need a more targeted approach or specific intervention.
4. Explicit structured literacy instruction the use of multisensory learning (MLS) for literacy intervention with a high level of student-teacher interaction

Fall 2021 Opening Plan

5. Effective collaboration and co-planning between general and special education teachers.

ENGLISH LEARNERS

How is the school prioritizing specific student needs, especially for diverse learners and English language learners? To ensure continued growth and success at HSA Belmont, we will consider each individual student's language proficiency and program type in order to create a specialized program of instruction that is specifically tailored to the supports, instruction, and interventions needed in order to make continued gains in language and academics. HSA-BELMONT will implement the following best practices:

1. Identify program type; TPI or TBE, WIDA ACCESS scores, and tier 1 analysis in order to formulate individualized plans for student's needs.
2. Provide instruction based on language proficiency including proficiency based pull-out classes ranging from newcomers to intermediate, provide ESL and/or bilingual push-in services in core content classes, and one-on-one tailored ESL and/or bilingual instruction.
3. Provide individualized targeted objectives and goals in both language and content.
4. Utilize the four modes of language, background knowledge, and vocabulary development in order to bridge the gap between language and content to foster success and growth.
5. Progress monitor grades and assignments as well as weekly check-ins at grade level meetings with teachers and support staff.
6. Ensuring ELs have access to communication and resources in their home language.
7. Provide translation and interpretation services for additional support to ELs and families.

What is the process for addressing the students who need the most support and providing instructional support through MTSS? HSA-BELMONT will implement a MTSS Intervention platform that will facilitate the ability to use multiple points of data to identify students for academic and SEL intervention, track intervention delivery, and monitor the efficacy of interventions. Based on the beginning of the year academic and social-emotional diagnostic assessments, leadership team and teachers will identify students who need the most academic or behavior support and work collaboratively to create an intervention plan.

Fall 2021 Opening Plan

	<p>Tier 3: (Individualized) HSA-BELMONT is planning to use the following evidence-based strategies to help its ELL, SPED and other struggling students learn more efficiently and retain information longer:</p> <ol style="list-style-type: none"> 1. Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level based on ISBE and WIDA guidance. 2. Plan our approach to diagnosing students' unfinished learning through testing data (ANet, NWEA, IAR) in that prerequisite content knowledge and those prerequisite skills. 3. Adapt our scope and sequence/pacing guidance for each subject area and grade level to reflect where teachers might need to provide acceleration support for students who struggled the most. 4. Utilize both extended teacher and peer to peer tutoring for struggling students and diverse learners 5. Train our teachers to diagnose students' unfinished learning and provide acceleration support using online resources including IXL, Study Island, A-Z, 6. Monitor our students' progress on grade-appropriate assignments and adjust our supports for teachers based on student results. Discuss individual student progress during weekly grade team meetings. Representatives from ELL and Sped departments will attend meetings to communicate about individual students' academic needs.
<p><u>SOCIAL EMOTIONAL LEARNING</u> How is the school planning to support students' SEL skill development and create healing, trauma informed environments?</p> <p>What type of curriculum will be delivered during advisory, SEL Integration through core content?</p> <p>Which community-based organizations is the school working with to support students and families?</p>	<p>Tier 1: (Universal supports)</p> <ol style="list-style-type: none"> 1. HSA-BELMONT will address students' SEL needs and help support students' SEL skill development by using Panorama, a SEL Program, on a school wide level. In addition to Panorama, teachers will receive additional professional development about trauma informed practices and will incorporate them along with restorative practices and circles into their individual core classes. HSA-BELMONT's SEL Committee will work closely with the teachers to analyze the SEL student data and will identify those students who have low SEL skills in order for the counselors, teachers and admin to help support those students improve their SEL skills. Through the counseling program, students will receive whole group SEL lessons and support. Students who are at risk will also attend small group sessions during lunch/recess to build SEL skills. 2. HSA-BELMONT's SEL Committee will help the teachers plan, guide, and support their SEL instruction in the classroom. Teachers will integrate SEL skills into their lessons, along with implement the Second Step Social Emotional Learning Program. Teachers and families will receive information regarding a SEL skill of the week to focus on. The skills will support the CASEL SEL Framework. This information will include strategies to build skills in the classroom and at home.

Fall 2021 Opening Plan

<p>Evidence-based best practices to consider:</p> <ul style="list-style-type: none">• Social, Emotional, and Healing Centered Supports	<p>3. HSA-BELMONT is working with the following community-based organizations for the 21-22 SY:BRIO Skills Learning Workshops- Educational Workshops for students and parents CYSP- mentoring program</p>
	<p>Tier 2: (Targeted)</p> <p>HSA-BELMONT's SEL Committee will work closely with the teachers, administration, and counselors to analyze the SEL student data and will identify those students who have mid to low SEL scores will be placed in small group sessions with the school's counselor.</p>
	<p>Tier 3: (Individualized)</p> <p>HSA-BELMONT's SEL Committee will work closely with the teachers, administration, and counselors to analyze the SEL student data and will identify those students who have the lowest SEL skills and those individual students will receive one on one counseling sessions with the school counselor.</p>

Fall 2021 Opening Plan

<p><u>TRANSITION SUPPORTS</u> What data is used to determine students' strengths as well as their needs?</p> <p>When will orientation be offered to students?</p> <p>What academic supports are embedded in the school culture to help with student transitioning?</p> <p>What mentorship, tutoring, and internship opportunities are available to students? How many students can take advantage of the listed opportunities?</p> <p>Evidence based best practices to consider:</p> <ul style="list-style-type: none"> • Transition Year Supports 	<p>Tier 1: (Universal supports)</p> <p>HSA-BELMONT staff members understand that any move to a new school or a new grade can be challenging, especially from middle school to high school. That is why HSA-BELMONT will pay extra attention to these students. HSA-BELMONT will monitor students' academic data (test scores, grades,..etc.) and non-academic data (attendance, SEL scores, interest survey data, ...etc.) to provide the best services. In addition, students and families will be offered various meaningful orientation experiences that build community and set students up for success before school begins and throughout the school year. Orientation for students will explain school, grading, expectations for behavior, and academic policies.. Counselors will address the needs of noncitizen or undocumented students as well. HSA-BELMONT will host parent nights and open houses for all grade levels.</p> <p>Specific opportunities include the CYPSP mentorship (a network student/teacher program), a senior mentorship program, HSA-BELMONT will also provide translators.</p> <p>Tier 2: (Targeted)</p> <p>Students who begin to struggle or have been struggling will be provided more targeted services based on their strengths as well as their needs. These services will include but are not limited to (i) Create a safe space for all questions, concerns, and feedback and (ii) Embed academic supports in transition-focused programming and (iii) Explore near-peer or teacher-student mentorship opportunities. Specific mentorship, and academic opportunities will be offered to students based on SEL and academic need. At-risk students will be partnered with peer or teacher mentors if possible. Based on data provided by grade levels, individual students will be monitored and offered support as needed.</p>

Fall 2021 Opening Plan

	<p>Tier 3: (Individualized)</p> <p>The students who are not showing significant improvement in tier-2 will be provided the following additionally: (i) Communicate more often and openly with all stakeholders, particularly students and their families. (ii) Be explicit about expectations, rules, and routines, (iii) conduct weekly individual progress monitoring. APs, teachers, and counselor will meet 1:1 with students as needed.</p>
Guiding Questions	SCHOOL RESPONSE
Is your school creating a virtual option? How will you communicate this to students and families?	Yes, Virtual Academy will be provided for immunocompromised students. Both English and Spanish versions were sent out on Aug 2nd.
If so, does the school have a process for identifying 'medically fragile students' and serving them through a virtual option?	Medically Fragile Student form to be used.
What is your application process for families who want to pursue a virtual option?	Form to be authorized by a medical doctor and submitted to school administration.
<p>Please provide the following information about your school's virtual option:</p> <ul style="list-style-type: none"> ● Hours of synchronous and asynchronous instruction/day ● Staffing <ul style="list-style-type: none"> ○ Instruction ○ Administrative responsibilities ● Curriculum utilized ● Estimated number of qualifying students. 	<ul style="list-style-type: none"> - 5 hours of synchronous and asynchronous instruction - A teacher will be allocated for virtual learning, - 10-15 students, - Curriculum utilized - Engagement strategies... <p>-Staff allocated for virtual /remote learning: Mrs. Heather Allison, also a former teacher at HSA Belmont. Mrs. Allison is not required to be in the building to teach remotely.</p> <p>-Hours of synchronous instruction: All students meet with Mrs. Allison for at least 45 minutes during an assigned time everyday. Students can also meet with Mrs. Allison during any designated time after the remote learning school day.</p> <p>-Hours of asynchronous instruction: All students have at least 5 hours of asynchronous learning every school day.</p>

Fall 2021 Opening Plan

<ul style="list-style-type: none"> ● Engagement strategies. 	<p>-Instruction/Curriculum: Mrs. Allison uses the Powerhouse homeschool curriculum with an addition of the resources provided during in school instruction (Wit & Wisdom online resources, Eureka online resources, Study Island, ANet database, etc). All virtual instruction is conducted via the Zoom platform. All instructional items are organized via Google Classroom.</p> <p>-Administrative responsibilities: AP's created the schedule outline for Mrs. Allison and the remote learners. AP's and Mrs. Allison is also in constant communication pertaining to the academic progress of all the remote learners.</p> <p>-Current number of remote learners: 10 (2 KG, 1 GD 1, 2 GD 2, 1 GD 3, 2 GD 4, 2 GD 6).</p> <p>-Engagement strategies: Mrs. Allison uses a variety of virtual platforms to engage students: GoGuardian, Peardeck, NearPod, Polling services, etc.</p>
<p>What are the school's procedures for providing instruction to students who test positive or have to quarantine due to travel or exposure?</p>	<p>All HSA-BELMONT students will be provided a Chromebook and will use Google Classroom platforms and other compatible online resources on regular school days. Depending on the class sizes, students will have the option to join classes online from home at their scheduled time if they test positive or have to quarantine due to travel or exposure. Additional support will be discussed by the admin, teachers, and parents to make sure the students are not falling behind.</p>
<p>What are the school's procedures for providing instruction to students if a teacher tests positive or has to quarantine due to travel or exposure?</p>	<p>HSA-BELMONT teachers will continue to use Google Classroom platforms and other compatible online resources on regular school days. Students will continue their classes online at school if a teacher tests positive or has to quarantine due to travel or exposure. A sub teacher will supervise them in the classroom, but their regular teacher will provide the instruction if they can teach from home. Otherwise, the sub teacher will provide instruction based on the sub-plan of the regular classroom teacher. HSA-BELMONT will follow regulations and guidance from the CDC regarding quarantine procedures and practices.</p>
<p>Guiding Questions</p>	<p>SCHOOL RESPONSE</p>
<p>How will the school promote 3-foot social distance throughout the building? Including:</p> <ol style="list-style-type: none"> a. Classrooms b. Gym c. Cafeteria d. Hallways e. Restrooms 	<ol style="list-style-type: none"> a. Classrooms will be set up with the minimum amount of desks possible (according to class size) in order to maintain as much distance between desks as possible. Signs will be posted to remind students of the distancing rules. b. The gymnasium will be used with a minimum number of students. Warm-up exercises will be organized into properly distanced stations. Signs will be posted throughout. c. Students will eat appropriately spaced out. Hybrid lunch scheduling will be considered if necessary. Signs will be posted throughout. d. Teachers will monitor hallways and staggered switching periods will be considered if necessary. Signs will be posted throughout.

Fall 2021 Opening Plan

	<p>e. Restrooms will be limited to 3 students at a time, with every-other stall and sink blocked to help ensure distancing is maintained. Students will use hall passes hung on restroom doors to indicate their presence in the bathroom (three passes on the door will alert anyone outside the bathroom to wait until someone comes out).</p>
<p>When and how will the school review and communicate the most current health protocols with staff, students, and families to ensure they understand the protocol for students and staff who are ill or become ill?</p>	<p>HSA-BELMONT will communicate protocols to staff and families by using text, email, voice messages, and social media. Additionally, COVID protocols for families will be distributed to families during orientation.</p>
<p>What are the procedures for performing symptom screening checks on everyone entering the school building every day?</p>	<p>Students will have their temperatures taken upon entering the building every day. Students and parents will also be instructed to self-screen and to follow appropriate guidelines when deciding whether to send their child to school.</p>
<p>How will you continue to ensure ventilation through open windows and air filtration systems?</p>	<p>HSA-BELMONT’s HVAC and filtration system have been inspected and meet or exceed the airflow requirements. In addition, classrooms have been equipped with industrial air filtration units. Hallways, cafeteria, and the gymnasium have been equipped with larger air-filtration units.</p>
<p>Is the school requiring everyone to wear Cloth-Face-Coverings (CFCs) at all times while outside on the premises and inside the school building?</p> <ul style="list-style-type: none"> ● Will the school provide masks to students, families, staff, and visitors who don’t have a mask? 	<p>Cloth masks will be provided to all students. Additionally, paper masks will be available in every classroom and in the front office.</p>
<p>Guiding Questions</p>	<p>SCHOOL RESPONSE</p>
<p>What is the communication plan to provide students and families opening guidance? Including:</p> <ul style="list-style-type: none"> ● Mode of communication ● IDPH school guidance ● Daily schedule ● Entry and exit protocol 	<p>HSA-BELMONT will communicate protocols, daily schedules, and IDPH guidelines to staff and families using the school database, text messages, email, voice messages, and social media.</p>

Fall 2021 Opening Plan

<p>How did the school solicit feedback in a variety of ways from families about Opening to ensure they addressed family and community concerns?</p>	<p>HSA-BELMONT conducted family surveys to solicit feedback about the opening process back during the Spring of 2021. HSA-BELMONT will also hold a school orientation in August before school begins to hear the concerns of parents, students, and families. HSA-BELMONT parents, students, and families also have been in direct email communication with HSA-BELMONT Staff and have had many of their concerns or questions responded to through email.</p>
<p><u>TRAINING</u> How is the school supporting teachers and staff to ensure they are ready and comfortable welcoming students back 5 days/week?</p>	<p>HSA-BELMONT conducted staff surveys to solicit feedback about the opening process during the Spring of 2021. HSA-BELMONT will also have Summer Institute week where the teachers and staff will be informed of the safety measures HSA-BELMONT has put in place that are aligned with the CDC guidance given to schools. Teachers will share their ideas and feedback about the plan with the administration, and through open communication the school will do its best to support its teachers and staff to ensure they feel as safe and comfortable as possible.</p>