



## Learning Recovery and Extended Learning Plan

District Name:	Eastland Preparatory Academy
District Address:	2741 South Hamilton Road
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Beginning in March 2020, education in the United States, and the world, changed dramatically due to the COVID-19 pandemic. During the remaining months of the 2019-2020 school year, our students worked at home using paper packets carefully curated to meet the remaining standards not covered during classroom instruction. Communication to families and students was constant to ensure not only the continued learning for our students, but also to stay apprised of their well-being and support families.

As the school year ended it was apparent that the crisis would continue, and we needed to think differently about the 2020-2021 school year. As a result of this thoughtful planning, Eastland Preparatory Academy offered three learning options for families to choose from that were implemented on the first day of school, regardless of the student's grade level. These three options allowed families to consider their student'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 were asked to make a choice prior to the start of school and continue with that modality until the end of the 1<sup>st</sup> semester. Our school leadership team had 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 were able to pivot to Option 3 immediately.

### **Option 1: Full time in school**

Students come to the school building each day for a full instructional day based on the Board approved calendar. Teachers 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. Extensive health protocols ensuring the safety of students and staff are followed daily and monitored by the Regional Vice President.

### **Option 2: Blended**

Students come to the school building every Monday and Tuesday. Teachers facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Unified arts, 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. Extensive health protocols ensuring the safety of students and staff are followed daily and monitored by the Regional Vice President.

### **Option 3: Full time at home**

Students learn from home every day school is in session as delineated in the school's Board approved calendar. Students were provided a Chromebook and internet reimbursement if needed based on participation and eligibility guideline. Teachers facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers can 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 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, are also offered to virtual students. Each day instruction is a mix of teacher-led, synchronous sessions and student-led practice activities. Expectations were set 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. 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 is also be used by our Title I teachers and those that support our English Learners. Regular communication occurs 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.

While other schools predetermined the learning scenario for their students, we were prepared to meet the complexities of giving families choice. Organization, communication, and coordination were paramount to our student's success. As such, we decided that all students, regardless of their modality, would receive standards-based instruction in a defined sequence for each course. This allowed 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 allowed for the seamless integration for a student who needs to change from one modality to another due to extenuating circumstances. It also allowed 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 minimized risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health officials. Mitigation efforts included facial coverings, health monitoring, cleaning, and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration was given to the emotional well-being of students as we worked to provide an equitable and safe learning environment for all students, regardless of their modality.

# Identifying and Meeting Students' Academic Needs

## Identifying Impacted Students

### Spring 2021

For the 2020-2021 school year, we utilized the i-Ready comprehensive assessment system for our students in grades K-10. This online assessment, given in the fall, winter and spring to all students, regardless of their modality, allows us to measure the academic growth of our students in both mathematics and reading. Reports within the system allow us to see which students are on track for meeting grade level goals, which ones are exceeding the expected pace for growth and which ones are not meeting the growth targets. This crucial information forms the basis for the supports we provide students.

We have combined this data with data from running records in grades K-3, local assessments, and State Testing Data from the Fall Third Grade ELA Administration. Overall, data shows a gap between where we would expect students to be and where students are performing.

In addition to the i-Ready assessments, we utilize short-cycle assessments, administered on a bi-weekly basis, to assess student growth with regard to state standards. That data is used to identify deficiencies and gaps in the standards.

The results of the fall administration of the third grade AIR test were used to identify students that were not on-track to meet the promotion score or to reach proficiency.

Mock assessments, designed to mirror the state tests, were administered three times, fall, winter, and spring, to all students in grades 2-8 to determine their ability levels on the state standards.

Teachers take the data from the assessments and utilize that, as well as class running records, to create small groups within the classroom that allow for targeted interventions.

The Response to Intervention (RTI) process is in place for our K-8 students that need more intervention and support to be successful in school. Along with RTI, our K-3 students that are off track for their grade level skills, are put on a Reading Intervention and Monitoring Plan (RIMP) to close the gaps in their learning. This crucial information forms the basis for the supports we provide students.

In high school, students receive i-Ready, bi-weekly assessments, end of the course exams, OGT tutoring. Students grades and progress are monitored quarterly to ensure students are on track for their graduation plan.

### Summer 2021

We will continue to use i-Ready, end of the course assessment data, KRA-L scores, spring mock assessments as well as AIR assessment data to determine student placements. I-Ready, bi-weekly assessments and previously released test will be used to monitor students' growth.

### 2021-2022

We will continue to use the i-Ready comprehensive assessment system for our students in grades K-10. For students enrolled at the school last year, we will have two years' worth of data to continue to identify students' learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.

Short cycle assessments will continue to be administered bi-weekly throughout the 2021-22 school year. Data from these assessments will be used to identify student learning needs and small group interventions and enrichment will be determined based on these assessment results and incorporated in the classroom.

The mock assessments that will be administered will be used as an additional data point and compared to the results of the other diagnostics and internally developed assessments to provide additional information regarding student needs.

### 2022-2023

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	<p>For students enrolled at the school last year, we will have two years' worth of data to continue to identify students' learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.</p> <p>Short cycle assessments will continue to be administered bi-weekly throughout the 2021-22 school year. Data from these assessments will be used to identify student learning needs and small group interventions and enrichment will be determined based on these assessment results and incorporated in the classroom.</p> <p>The mock assessments that will be administered will be used as an additional data point and compared to the results of the other diagnostics and internally developed assessments to provide additional information regarding student needs.</p>
<p><b>Approaches to Support Impacted Students</b></p>	<p><b>Spring 2021</b> Students in grades K-6 currently receive daily intervention and enrichment and small group instruction, in house and online tutoring is available for all students three days per week, as well as additional learning opportunities are offered five days per week for all students.</p>
	<p><b>Summer 2021</b> Summer school will be offered to all students in grades K-10. Kindergarten students will have the opportunity to accelerate their education through summer school. For students in grades 1<sup>st</sup> -8<sup>th</sup>, summer school will be available for those who are at risk of retention.</p> <p>High school students may take High School courses for credit. Summer school credit recovery may be an option for students who need to make up failed courses and for those students want the opportunity to accelerate by taking prerequisite courses.</p>
	<p><b>2021-2022</b> The school plans to increase intervention staff for the 2021-2022 Academic Year, allowing staff to spend more targeted time with students in small group instructional opportunities. We will also expand teacher's access to curricular resources across tiers of support through the purchase of researched programs with high rates of effectiveness in similar populations in reading and math. After school and summer learning options will be offered to any student who would benefit from the additional instructional support. The school will monitor program fidelity and student achievement data to drive decisions for continued improvement.</p>
	<p><b>2022-2023</b> We will continue with the strategies used in the prior year and make adjustments as necessary.</p>
<p><b>Professional Learning Needs</b></p>	<p><b>Spring 2021</b> During our spring professional development, we focused on trauma informed care, engaging remote learners, creating short cycles assessments, and RtI.</p>
	<p><b>Summer 2021</b> During the summer of 2021, prior to the start of the school year, professional learning will continue to focus on best practices for teaching in multiple learning environments and trauma informed practices. We will also focus on professional development in the science of reading and the identification of students in need of support and the utilization of curricular resources across support tiers.</p>
	<p><b>2021-2022</b> We plan to hold professional development sessions on the following topics:</p> <p><b>RtI</b> – How to implement targeted intervention strategies within the classroom.  <b>Special Education</b> – The role of the general education teacher with regard to implementing modifications and accommodations within the classroom as well as the intervention specialist's role within the classroom.  <b>Understanding Data</b> – How to read and utilize data reports, identify Lexile range and use resources/access the books online.  <b>Short-Cycle Assessments</b> – How to create, administer and utilize results.</p>
	<p><b>2022-2023</b> Professional learning for the 2022-2023 Academic Year will be driven by data obtained regarding</p>

	program fidelity, student success, teacher efficacy, and other factors.
<b>Partnerships</b>	<p><b>Spring 2021</b> Currently, the school partners with: A Village Network, Caresource, PrimaryOne Health, Daluvs Beauty, Brow Dr., Farmers to Families Food Bank, Autumns Healthcare, Focus Fitness, Cierra Calhoun Money Mentorship, Flintridge Church, and First Church of God.</p>
	<p><b>Summer 2021</b> We will continue and expand upon the partnerships currently in place and expand our partnership program to include other organizations working within to community to assist students and families.</p>
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<b>Alignment</b>	<p><b>Spring 2021</b></p> <p>This plan aligns with existing plans accordingly:  <b>Wellness and Success Plan</b>-Mental Health Services and Mentoring Programs  <b>Remote learning plans</b>- Utilizing a wide range of assessment methods to judge student performance and competency  <b>CCIP</b>-Additional support staff  <b>Reading Improvement Plan</b>- Students K-5 will receive small group reading instruction daily  All teachers will administer assessments and use data to drive instruction.  <b>Literacy Plan</b> – Connecting students with literacy, extended reading block, and closing the achievement gap.</p>
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	<p><b>Reading Improvement Plan-</b> Students K-5 will receive small group reading instruction daily. All teachers will administer assessments and use data to drive instruction.</p> <p><b>Literacy Plan</b> – Connecting students with literacy, extended reading block, and closing the achievement gap.</p>
<b>Resources and Budget</b>	<p>Current and newly hired staff members will need ongoing professional development, professional development aimed at utilizing curriculum resources and strategies with skill and fidelity as well as being mindful of levels or trauma and social emotional needs will be essential for the staff, and evidence-based intervention materials to include proper training. Students will need mental health counselors, school counselors, leveled instruction and academic resources to assist with their learning styles. As a school, Title I teachers to support small group interventions and the RTI process, as well as the ability to compensate teachers for additional work outside of contracted hours. These needs have been accounted for in budget planning processes.</p> <p>The Academy will coordinate the use of Title I, IIA, IV, IDEA, ESSER I, II, ARP ESSER and state funds to meet the needs of the students and close the gaps.</p> <p>Title I - Funds will be used to hire additional intervention teachers for students through tutoring, after school and summer school extended learning.</p> <p>ESSER II funds will be used to hire additional intervention teachers who will target instruction to help student's fill any academic gaps. Additional funds will be used to retain properly licensed teachers and purchase supplemental curriculum and progress monitoring tools. \$300,000</p>

## Approaches to Identify and Address Students' Social & Emotional Needs

<b>Identifying Impacted Students</b>	<p><b>Spring 2021</b> – Teachers and staff develop relationships with students and their families in order to identify those who may be struggling with social and emotional concerns. In the classroom, teachers look for warning signs such as anxiety, lack of attention, and behavioral changes. Virtual teachers communicate with students and families on at least a weekly basis and bring any concerns to administration. Our Behavioral Intervention Specialist communicate with parents every Tuesday and Thursday and report to school administration any concerns from parents and students. The Parent Liaison and school principal communicates with parents and partnered agencies. Once a student has been identified as being at risk, a referral is made to one of our partner agencies.</p>
	<p><b>Summer 2021</b> – Administration will continue to reach out to our families throughout the summer to offer assistance and support. In addition, any students who are working with our community partners will continue to be seen throughout the summer.</p>
	<p><b>2021-2022</b> – A student wellness committee will be established to identify students who may be in need of meals, clothing, or other resources. An attendance committee will be used to identify students who are not attending class regularly. Committee members will reach out to excessively truant or absent students in an effort to provide support and other resources that may help.</p>
	<p><b>2022-2023</b> - We will continue with the committees used in the prior year and make adjustments as necessary.</p>
<b>Approaches for</b>	<p><b>Spring 2021</b> – Students identified with behaviors in the classroom that are negatively impacting their learning are referred through the RtI process and provided with targeted interventions to address the</p>

<b>Impacted Students</b>	<p>behaviors and any needs the students may have.</p> <p>Students may also be referred to one of our counseling partners. Once they are clients, the counseling partners work with the students on social and emotional needs, coping strategies at home and in the classroom, academic support and behavioral interventions.</p> <p>This year, the school provided free holiday meals, school uniforms and school supplies, assistance with filing proper paperwork to avoid eviction and community food drives.</p> <p><b>Summer 2021</b> School staff members will reach out to families and complete home visits for those students identified as being at risk. Those students who are working with one of our counseling partners will receive continued support throughout the summer.</p> <p><b>2021-2022 –</b> We will continue to utilize RtI to address behaviors and provide targeted interventions and our counseling partner will be providing whole group sessions that will focus on coping strategies, conflict resolution, and social interactions.</p> <p><b>2022-2023 –</b> The school will continue with structures of support already in place and will work to analyze the growing body of data to assess areas for program growth and enhancement</p>
<b>Professional Learning Needs</b>	<p><b>Spring 2021 –</b> Topics for professional learning during the 2021 Academic Year have included trauma informed practices, leveraging PBIS for attendance and classroom climate, SEL in the classroom setting, and spotting signs of neglect and abuse in a virtual setting.</p> <p><b>Summer 2021 –</b> Staff will continue to develop skills in the areas targeted during the 2020-2021 Academic Year.</p> <p><b>2021-2022 –</b> Professional learning will focus on trauma informed practices, utilizing the RtI/MTSS structure for social emotional and behavior support at well as academic support, supporting SEL in the classroom, and administration of universal screening.</p> <p><b>2022-2023 –</b> Professional learning will focus on trauma informed practices, utilizing the RtI/MTSS structure for social emotional and behavior support at well as academic support, supporting SEL in the classroom, and administration of universal screening.</p>
<b>Partnerships</b>	<p><b>Spring 2021 –</b> Eastland Preparatory Academic partners with A Village Network, CareSource, PrimaryOne Health Autumns Health Care and Customized Behavior to support students and families.</p> <p><b>Summer 2021 –</b> Eastland Preparatory Academic partners with A Village Network, CareSource, PrimaryOne Health Autumns Health Care and Customized Behavior to support students and families.</p> <p>We will continue and expand upon the partnerships currently in place and expand our partnership program to include other organizations working within to community to assist students and families</p> <p><b>2021-2022 –</b> Eastland Preparatory Academic partners with A Village Network, CareSource, PrimaryOne Health Autumns Health Care and Customized Behavior to support students and families.</p> <p>We will continue and expand upon the partnerships currently in place and expand our partnership program to include other organizations working within to community to assist students and families.</p> <p><b>2022-2023 –</b> Eastland Preparatory Academic partners with A Village Network, CareSource, PrimaryOne Health Autumns Health Care and Customized Behavior to support students and families.</p>

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<b>Alignment</b>	<p><b>Spring 2021</b> This plan aligns with our goals in our Student Wellness and Success Plan, which states our commitment to educating the whole student by supporting social and emotional growth and providing students needed skills in emotional regulation. We are committed to maintaining and improving the mental health services and related programs for students and their families to improve the social – emotional well-being of our students and contribute to a positive school climate.</p>
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<b>Resources and Budget</b>	<p>Eastland Preparatory will need to hire a community liaison, additional contracts with community partners, a staffed guidance counselor, and Title I teachers and paraprofessionals.</p> <p>Budget: The Academy will use both ESSER II and Student Wellness to hire positions to support student mental health and family involvement.. \$220,000</p>