



## Learning Recovery and Extended Learning Plan

District Name:	Ohio College Preparatory School
District Address:	21100 Southgate Park Blvd. Maple Heights, Ohio 44137
District Contact:	Ashley Hall-Green, Principal
District IRN:	013253

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, Ohio College Preparatory School 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: Hybrid**

Parents who chose this option decided to have their scholars report to school two days a week on a designated day arranged by the students' last names. Students whose last names began with A-M reported to school on Mondays and Tuesdays and students whose last names began with N-Z reported to school on

Thursdays and Fridays. On the other three days the students participate in virtual instruction from their home. 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 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 guidelines. 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, i-Ready 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 instructional hours students are to engage in learning, and how the family should be prepared to support their child's learning at home. There is a combination 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 BigBlueButton 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 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 and Social Emotional 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-8. 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.

In addition to i-Ready, OCP monitors student achievement data through:

- Running records
- Short cycle assessments (Stop, Drop, and Write, Standards Mastery, Growth Monitoring)
- Third Grade Reading Guarantee Assessment data
- RTI process
- Small Group Data
- Aggressive Progressive Monitoring

### Summer 2021

For the summer of 2020-2021 school year, we will continue to utilize the i-Ready platform with its built in instructional resources; these provide extensive support for skill specific instruction and practice that enable teachers with diverse levels of experience to teach students the skills they need.

For the Math and Intensive Summer School Program we will utilize the i-Ready comprehensive standards mastery assessment system for our students in grades K-8. This online assessment allows us to measure the academic growth of our students in both mathematics and reading with assigned standards based assessments off data from EOY diagnostic assessments. 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 support we provide students.

### 2021-2022

We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. For students enrolled last school 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>**We will also use the other assessments/data points explained in the Spring 2021 during section the during 2021-2022 school year.</p> <ul style="list-style-type: none"> <li>● Running records - these will be used by all teachers to assess when the students have successfully navigated reading strategies and are ready to move to the next level.</li> <li>● Short cycle assessments – these will be used to assess the current skill level of students based on standards.</li> <li>● Third Grade Reading Guarantee data</li> <li>● RTI process</li> </ul> <p><b>2022-2023</b></p> <p>We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. 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>*We will use the other assessments/data points explained previously.</p> <ul style="list-style-type: none"> <li>● Running records -Allow you to assess reading behavior as students read from developmentally appropriate texts. These assessments will be used by all teachers to determine when the students have successfully navigated reading strategies and are ready to move to the next level.</li> <li>● Short cycle assessments – these will be used to assess the current skill level of students based on standards.</li> <li>● Third Grade Reading Guarantee data</li> <li>● The RTI Process</li> </ul>
<p><b>Approaches to Support Impacted Students</b></p>	<p><b>Spring 2021</b></p> <p>The school is utilizing the following approaches for impacted students:</p> <ul style="list-style-type: none"> <li>● RTI – multi-tiered approach to identifying/supporting students with additional learning deficits.</li> <li>● Tutoring – after school tutoring for students in the tested subject areas (Reading/Math/Science)</li> <li>● Saturday School – additional targeted intervention for students in the areas of reading/math</li> <li>● Targeted Intervention- time allotted in the daily schedule for small group instruction.</li> <li>● Spring Break Camp: held during Spring Break for students who need additional intervention.</li> </ul> <p><b>Summer 2021</b></p> <ul style="list-style-type: none"> <li>● The school will utilize a summer enrichment/targeted intervention program for the tested grades (3-8).</li> </ul>

	<ul style="list-style-type: none"> <li>● K-2 Camp – designed to identify the specific learning needs of the K-2 students.</li> </ul> <hr/> <p><b>2021-2022</b></p> <p>The school is utilizing the following approaches for impacted students:</p> <ul style="list-style-type: none"> <li>● RTI – multi-tiered approach to identifying/supporting students with additional learning deficits</li> <li>● Tutoring – after school tutoring for students in the tested subject areas (Reading/Math/Science)</li> <li>● Saturday School – Additional targeted intervention for students in the areas of reading/math</li> <li>● Targeted Intervention- time allotted in the daily schedule for small group instruction</li> </ul> <hr/> <p><b>2022-2023</b></p> <p>The school is utilizing the following approaches for impacted students:</p> <ul style="list-style-type: none"> <li>● RTI – multi-tiered approach to identifying/supporting students with additional learning deficits</li> <li>● Tutoring – after school tutoring for students in the tested subject areas (Reading/Math/Science)</li> <li>● Saturday School – additional targeted intervention for students in the areas of reading/math</li> <li>● Targeted Intervention- time allotted in the daily schedule for small group instruction</li> </ul>
<p><b>Professional Learning Needs</b></p>	<p><b>Spring 2021</b></p> <ul style="list-style-type: none"> <li>● TBTs- leaders</li> <li>● Virtual learning expectations- leaders</li> <li>● Equity based professional development-outsourced for the whole group</li> <li>● Academic PDs-whole group</li> <li>● Equity based professional development - leaders</li> <li>● Needs based strategic plan – leaders</li> <li>● Refocused instructional planning – whole group</li> <li>● Socio-emotional training – whole group</li> <li>● Classroom management/behavior – whole group</li> </ul> <hr/> <p><b>Summer 2021</b></p> <ul style="list-style-type: none"> <li>● TBTs- leaders</li> <li>● Virtual learning expectations- leaders</li> <li>● Equity based professional development-outsourced for the whole group</li> <li>● Academic PDs-whole group</li> <li>● Equity based professional development - leaders</li> </ul>

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<p><b>Partnerships</b></p>	<p><b>Spring 2021</b></p> <p>Ohio College Preparatory School has built positive partnerships within the community that directly support the social and emotional learning of our students and we hope to gain more support as we begin planning for the 2021-2022 School year.</p> <p>OCP will continue to utilize the partnerships formed with BeechBrook Counseling Services, Ohio Developmental Services for mentoring and we will begin to cultivate a relationship with other organizations that address the social emotional needs of our scholars such as Art and Dance Clubs and Organizations, Youth Mentoring for teens such as PEP Assist and elementary school students and character based groups and clubs such as Pretty Brown Girls.</p> <p><b>Summer 2021</b></p> <p>OCP will continue to utilize the partnerships formed with BeechBrook Counseling Services, Ohio Developmental Services for mentoring and we will begin to cultivate a relationship with other organizations that address the social emotional needs of our scholars such as Art and Dance Clubs and Organizations, Youth Mentoring for teens such as PEP Assist and elementary school students and character based groups and clubs such as Pretty Brown Girls</p>

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<p><b>Alignment</b></p>	<p><b>Spring 2021</b></p> <p>The actions listed within this Extended learning plan directly mirror the mission and vision of Ohio College Preparatory School (as stated in the education plan). The school strives to achieve the following:</p> <p>The positive image portrayed to parents, families and stakeholders of Ohio College Preparatory School represents a commitment to providing new and innovative educational opportunities. Teachers, administrators, students, families, and community members will dedicate themselves to creating, maintaining, and embracing the rigorous academic and cultural expectations necessary to ensure the fulfillment of the mission for every student. Central to this mission is a school community characterized by discipline, caring, order, and respect.</p> <p>The school closely monitors the achievement, growth, intervention and social emotional needs of all students and staff. By doing so, all parties remain focused on the goal of increased growth and achievement as on the Reading Improvement Plan, CCIP-related plans.</p> <p><b>Summer 2021</b></p> <p>The actions listed within this Extended learning plan directly mirror the mission and vision of Ohio College Preparatory School (as stated in the education plan). The school strives to achieve the following:</p> <p>The positive image portrayed to parents, families and stakeholders of Ohio College Preparatory School represents a commitment to providing new and innovative educational opportunities. Teachers, administrators, students, families, and community members will dedicate themselves to creating, maintaining, and embracing the rigorous academic and cultural expectations necessary to ensure the fulfillment of the mission for every student. Central to this mission is a school community characterized by discipline, caring, order, and respect.</p> <p>The school closely monitors the achievement, growth, intervention and social emotional</p>

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<p><b>Resources and Budget</b></p>	<p>In order to support an ensure the success of the learning plan Ohio College Preparatory School will need the following resources:</p> <ul style="list-style-type: none"> <li>● Additional staff to Support Interventions with Scholars</li> <li>● Additional Supplemental Curriculum</li> <li>● Addressing all technology needs for staff and scholars to meet the growing needs of the building.</li> <li>● Hands on manipulatives to increase student engagement.</li> </ul>



- Community outreach/ Professional Development
- Contracts with new/former (pre-pandemic) community members

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.

Title I - Funds will be used to hire additional intervention teachers for students through tutoring, after school and summer school extended learning.

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. \$350,000 The Academy will use ESSER II and Student Wellness to hire a position to support student mental health. \$150,000