

Learning Recovery and Extended Learning Plan



District Name:	East Academy
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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, East 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 1st 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 (Traditional Cohort)

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

Students enrolled in the Hybrid modality receive instruction at home three days per week and in the building two days per week, on Tuesdays and Thursdays. There is an online facilitator/tutor in the room to help students with whatever they need assistance with. Teachers facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Electives and other regularly scheduled academic experiences will occur in the building on these days. Students are also included in all school-wide activities and After School Tutoring each week. Students with Special Education needs receive tailored instruction 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, Class Dojo, 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 (Online Cohort)

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. 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, 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. 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, Class Dojo, 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, 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-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. East Academy also uses the following data monitoring supports/tools to identify impacted students:

- 1) **RTI Process**- East Academy will continue to utilize a robust RTI process and RTI groups will occur daily.
- 2) **Heggerty's screeners** - Print Concepts, Phonological Awareness, and Letter Names and Sounds
- 3) **Running records** - A running record is a way to assess a student's reading progress by systematically evaluating a student's oral reading and identifying error patterns.
- 4) **Short Cycle Assessments** (Standards based)- These assessments are standards based and mirror what is expected on the OST. They identify gaps in student learning based on their grade level standards.
- 5) **KRA- Kindergarten Readiness Assessment**- At the beginning of the year, Kindergartners will take an assessment that focuses on the following areas: Social Foundations, Mathematics, Language and Literacy, and Physical Well-being and Motor Development. This data helps us determine foundational skills that are not mastered and may impact a student's learning progression.
- 6) **Mock Assessments**- Students will take a Mock Assessment that will assess students based off the standards learned so far.
- 7) **Daily Exit Tickets**- Daily Exit Tickets will be created based off of the learning objective/standard taught that day. Teachers will then have specific "look fors" and these results will guide their instructional decisions the following day. These exit tickets help identify gaps in student learning.

Summer 2021

East Academy will use the assessments and data sets from the spring to determine those students who have been impacted the greatest during the pandemic. We will offer them a summer school learning opportunity to begin to address the gaps.

We will collect additional data in summer school to assess students' progress.

Daily Exit Tickets during Summer School - Daily Exit Tickets will be created based off the standard taught that day.

Running Records will be conducted throughout Summer School.

2021-2022

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- 8) **8) Third Grade Guarantee data**

2022-2023

We anticipate using the same assessments and strategies to continue to identify students who have learning gaps. This steady stream of data will be used by teachers, Title teachers, Intervention Specialists, Director of Academics and the Principal to build and monitor interventions for students.

Approaches to Support Impacted Students

Spring 2021

Daily RTI Groups with weekly Mastery Tests- RTI groups are created based from iReady data. From here, students will be in small groups learning at their exact level.

Small group Remediation (Focus ELA and Math 5th and 8th science Science)- Small groups have been created based off iReady data and mock assessment data.

After School Tutoring- Daily Tutoring is in place for students who need additional Remediation (ELA, Math, and 5th and 8th Science)

Summer School- Summer School planning will be a focus as the school measures academic growth and progress this year. We will use the results of the assessments used to identify students with learning gaps as a way to determine who would best be served by the summer school opportunity.

Online reading curriculum- EAST uses the AMP (ACCEL Management Platform) curriculum along with multiple supplemental resources to teach Foundational Reading skills.

RIMPS- All students K-3 who are not on track for Reading are placed on a RIMP. This Reading Improvement Monitoring Plan is put in place to support the specific needs of each student. These plans will be monitored, and progress will be documented throughout the year.

Summer 2021

Summer School- Summer School will focus on students who are more than 1+ years below grade

	<p>level (Reading and Math). These students will be identified based on their end of year i-Ready data. Data driven instruction will be key along with strong executed lessons. Data tracking and growth monitoring will be in place to measure success. Teachers will pull from the AMP curriculum along with onsite supplemental curricula.</p> <p>Small group Remediation (Focus ELA and Math)- Small groups will created based off i-Ready and Short Cycle Assessment data.</p> <p>2021-2022 We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. We will use ongoing diagnostic assessments to identify our 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>Read180/System44 - is a reading intervention program in wide use by students in grades 4–8 who read at least two years below grade level. We will continue that program next year.</p> <p>After School tutoring- Daily Tutoring will be in place for students who need additional remediation (ELA, Math, and 5th/8th Science)</p> <p>2022-2023 Read180/System44 - is a reading intervention program in wide use by students in Grades 4–8 who read at least two years below grade level.</p> <p>After School tutoring- Daily Tutoring will be in place for students who need additional Remediation (ELA, Math, and 5th/8th Science)</p>
<p>Professional Learning Needs</p>	<p>Spring 2021</p> <ul style="list-style-type: none"> ● Social Emotional Curriculum ● Literacy and Math Interventions ● COVID Safety ● RTI (Response to Intervention) ● Exemplar Classroom Expectations ● Trauma Informed Teaching Training ● Small Group Intervention ● iReady Data Analysis- Deep Data Dive ● Culture of Joy ● Short Cycle Assessments ● Student Investment ● Weekly Data Meetings ● Review vs Reteach ● State Testing Training ● Accelerating to the finish <p>Summer 2021 Beginning of the year step back: Impact of Time missed & School-wide Priorities</p> <ul style="list-style-type: none"> ● Student Culture and Investment ● Data Driven Instruction- Revisit ● Small Group Intervention- Best Practices ● Lesson Delivery- Modeling

- Math Best Practices

Horizontal and Vertical Alignment

- School Vision Setting and Pillars
- Community Building
- Short Cycle Assessments and Data Driven Instruction
- Social Emotional Curriculum
- Literacy and Math Interventions
- Unpacking Standards and Alignment- End in mind
- COVID Safety
- Instructional Vision and Academic Goals
- Coaching Cycle and Culture of Feedback
- Building Cultural Competence
- Parent Communication
- Behavior Management Vision and First 6 weeks Plan
- Classroom Management: 101
- Culture Camp Lessons- Unpacking and Rehearsals
- SPED Pops: 101
- RTI (Response to Intervention)
- Exemplar Classroom Expectations
- Systems and Operations
- CPR Training
- CPI Training
- Child Abuse and Neglect
- Blood Borne Pathogens

2021-2022

Weekly PD (Scope and Sequence created each month)

- Building Culture- Set up Culture Systems
- Observation and Feedback Systems
- Rigorous Assessments and Exemplary Responses
- Lesson Planning 101
- Small Group Intervention
- Aggressive Monitoring Part 1
- iReady Data Analysis- Deep Data Dive
- Culture of Joy (Goal Setting Pt 1)
- Aggressive Monitoring Part 2
- Short Cycle Assessments
- Student Investment
- Culture of Joy (Goals Pt 2)
- Weekly Data Meetings
- Review vs Reteach
- Data Dive- How do we get granular when it comes to our data?
- Guided Discourse and Modeling
- State of the School- Engagement, Rigor, and Alignment
- Using School-wide Data Dashboard to drive instruction
- Guided Reading
- Guided Writing
- State Testing Training
- Accelerating to the finish line Pt 1(EOY Expectations)
- Accelerating to the finish line Pt 2(EOY Expectations)

	<p>2022-2023 2 week summer PD and 5 professional development sessions within the school year.</p> <p>Creating Short Cycle assessments Data Driven Instruction Social Emotional Curriculum Literacy and Math Interventions Child Abuse and Neglect CPR Crisis and restraint training Reading Best Practices Math Best Practices Classroom Management Blood Born Pathogens SPED – ETR process 504's Horizontal and Vertical Alignment Software Update training Making Weakness a Strength – Data dive into OST data to find academic weaknesses of the incoming students.</p>
<p>Partnerships</p>	<p>Spring 2021 We do not currently have any partners in the community that support our students' academic growth.</p>
	<p>Summer 2021 We will search and build relationships with partners in our community that can support our students' growth.</p>
	<p>2021-2022 It is our goal to have in place one strong partnership that can support the literacy and math goals for our students. Examples of potential partners may be local banks, churches, or a group of local retired teachers.</p>
	<p>2022-2023 We will continue to work on partnerships within our community that benefit our students' academic needs.</p>
<p>Alignment</p>	<p>Spring 2021 Our plans align with our CCIP-related plans, Reading Improvement Plans, our Literacy Plan and is in compliance with our state and sponsor plans.</p>
	<p>Summer 2021 Our plans align with Wellness and Success plans, CCIP-related plans, Reading Improvement Plans, our Literacy Plan and compliance with our state and sponsor plans.</p>
	<p>2021-2022 We are using data points to identify who have been impacted or have an academic gap due to the shutdown. We are looking for any student who is need of further academic support and counseling services and providing them with the supports they need for further academic and social growth. Our plans align with Wellness and Success plans, remote learning plans, CCIP-related plans, Reading Improvement Plans, our Literacy Plan and compliance with our state and sponsor plans.</p>
	<p>2022-2023 We are using data points to identify who have been impacted or have an academic gap due to the shutdown. We are looking for any student who is need of further academic support and counseling</p>

	<p>services and providing them with the supports they need for further academic and social growth. Our plans align with Wellness and Success plans, remote learning plans, CCIP-related plans, Reading Improvement Plans, our Literacy Plan and compliance with our state and sponsor plans.</p>
Resources and Budget	<p>Staffing Support- East Academy will increase Title Support by hiring additional Title Teachers for the 21-22 school year. East Academy will also increase the number of Intervention Specialists depending on the Special Education caseload and needs.</p> <p>There is a need for additional curricular resources, technology and resources that are useful to students.</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. \$525,000</p>

Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021</p> <p>A Behavior Intervention Specialist and Family Liaison was hired this year to work with students and their families who may be experiencing hardship because of the COVID pandemic or from other unique and personal situations. We have also established a partnership with NYAP and LES to give us the tools to identify students with social and emotional needs. These agencies provides counseling and consultative sessions for students and families in need of mental health services. Formal and informal conversations trigger the referral process, which can be initiated by staff, administration, or families. We have also established a PBIS schoolwide program.</p>
	<p>Summer 2021</p> <p>Observations and conversations with students and families. Created partnership with NYAP and LES to give us the tools to identify students with social and emotional needs.</p> <p>East has continued to create physical and virtual spaces for all students regardless of their modality to access the services that NYAP and LES provide. East also will host summer events to maintain contact with families over summer break.</p>
	<p>2021-2022</p> <p>During the upcoming 2021-22 school year, the Behavior Intervention Specialist will continue their role and our liaison with further their role with family advocacy and support. The liaison will partner with local agencies to support the growing and on-going needs of the students and their families.</p>

	<p>If students and/or families are identified, they can work to have their needs best suited (mental health, food, shelter/utilities, or community outreaches). Partnerships with NYAP and LES will continue.</p> <p>2022-2023 The Behavior Intervention Specialist and the Family Liason will continue their role to support our families. The liaison will partner with local agencies to support the growing and on-going needs of the students and their families. If students and/or families are identified, they can work to have their needs best suited (mental health, food, shelter/utilities, or community outreaches). Partnerships with NYAP and LES will continue.</p>
<p>Approaches for Impacted Students</p>	<p>Spring 2021 Provide ongoing mental health support for students and families. Provide mentorship programs for students Offer multiple mental heal resources for students and families Offer PD for all staff around trauma informed teaching</p> <p>Teachers listen and monitor their students for any signs of distress, need, or anything that may require some extra attention from our Behavior Intervention Specialist or our mental health partners, NYAP, LES or our Liaison.</p> <p>Summer 2021 Provide ongoing mental health support for students and families Provide mentorship programs for students Offer multiple mental heal resources for students and families Offer PD for all staff</p> <p>During the summer, the Family Liaison, NYAP and LES will continue to reach out to the students who are in need and have plans. Home visit sessions outside of the school as needed. The school also keeps close contact with families during the summer. Informal check-ins will take place to determine if students or families are experiencing any hardships or crises.</p> <p>2021-2022 Provide ongoing mental health support for students and families Provide mentorship programs for students Offer multiple mental heal resources for students and families Offer PD for all staff</p> <p>Teachers listen and monitor their students for any signs of distress, need, or anything that may require some extra attention from our Behavior Intervention Specialist or our mental health partners, NYAP, LES or our Liaison.</p> <p>Interventions that will take place to support students' social and emotional needs includes referrals and therapy sessions with our mental health partners; intervention sessions with our BIS or liaison(for those less severe or experiencing an acute situation); and those who's academics are impacted will be monitored through the RTI process. Wraparound services are coordinated, as needed, or required. Referrals for families will also be made. These groups provide support and assistance for families. If food is a primary need for students or families, our food pantry partners will be a partner in meeting this need.</p> <p>2022-2023</p>

	<p>Provide ongoing mental health support for students and families Provide mentorship programs for students Offer multiple mental health resources for students and families Offer PD for all staff on how to address students' social and emotional needs</p> <p>Teachers listen and monitor their students for any signs of distress, need, or anything that may require some extra attention from our Behavior Intervention Specialist or our mental health partners, NYAP, LES or our Liaison.</p> <p>Interventions that will take place to support students' social and emotional needs includes referrals and therapy sessions with our mental health partners; intervention sessions with our BIS or liaison (for those less severe or experiencing an acute situation); and those who's academics are impacted will be monitored through the RTI process. Wraparound services are coordinated, as needed, or required. Referrals for families will also be made. These groups provide support and assistance for families. If food is a primary need for students or families, our food pantry partners.</p>
<p>Professional Learning Needs</p>	<p>Spring 2021 Mandated Child abuse neglect training Social Emotional training from Sponsor Social Emotional training from our NYAP Health Partners and LES</p> <hr/> <p>Summer 2021 Mandated Child abuse neglect training Social Emotional training from Sponsor Social Emotional training from our NYAP Health Partners</p> <hr/> <p>2021-2022 Mandated Child abuse neglect training Social Emotional training from Sponsor Social Emotional training from our NYAP Health Partners</p> <hr/> <p>2022-2023 Mandated Child abuse neglect training Social Emotional training from Sponsor Social Emotional training from our NYAP Health Partners Increase community resources</p>
<p>Partnerships</p>	<p>Spring 2021 NYAP (National Youth Advocate Program) LES (Life Enhancement Services of Ohio) Greater Cleveland Food Bank Continuing to seek more community partnerships such as the Cleveland Orchestra</p> <hr/> <p>Summer 2021 - NYAP – National Youth Advocate Program LES (Life Enhancement Services of Ohio) Greater Cleveland Food Bank Continuing to seek more community partnerships</p>

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Alignment	<p>Spring 2021 Our plans align with our Wellness Plan and includes best practices for trauma informed learning.</p>
	<p>Summer 2021 Our plans align with our Wellness Plan and includes best practices for trauma informed learning.</p>
	<p>2021-2022 Our plans align with our Wellness Plan and includes best practices for trauma informed learning.</p>
	<p>2022-2023 Our plans align with our board approved Health and Wellness Policy and our Wellness Plan.</p>
Resources and Budget	<p>Community partnerships and programs with accredited mental health groups and community partners and professional development.</p> <p>Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$125,000</p>