



## Learning Recovery and Extended Learning Plan

District Name:	Lorain Preparatory Academy
District Address:	4119 Leavitt Rd. Lorain, OH 44053
District Contact:	Megan Wilson, Principal
District IRN:	008000

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 and supplemented through online and telephone learning sessions. 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, Lorain 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 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 receive these services as specified in their IEP during their time in the school building. Regular communication occurs 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 on two specified days per week and learn from home on the remaining days that school is in session as delineated in the school's Board approved calendar. Students are provided a Chromebook and internet reimbursement or broadband connectivity if needed based on participation and eligibility guideline. 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

occur in the building on the in person attendance 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 receive these services as specified in their IEP during their time in the school building. Regular communication occurs 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 are provided a Chromebook and internet reimbursement or broadband connectivity 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 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 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 any student experiencing the need 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

<b>Identifying Impacted Students</b>	<p><b>Spring 2021</b> 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.</p> <p>We have combined this data with data from DIBELS in grades K-5, Phonemic Awareness Screener in grades K-2, 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.</p> <p>We have seen attendance issues compound during the pandemic, knowing that academic success, parent engagement, and a positive school climate all contribute to improving attendance. We will focus in these areas as we seek to re-engage students and families who have become less engaged due to the pandemic.</p>
	<p><b>Summer 2021</b> For continuity of data, we will continue to utilize the assessments in place, and described above, to monitor individual and groups of students for progress</p>
	<p><b>2021-2022</b> 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>In addition, we will continue to utilize data from DIBELS in grades K-5, Phonemic Awareness Screener in grades K-2, local assessments, and State Testing Data to inform our decisions in identifying and providing appropriate support for individual and groups of students.</p>
	<p><b>2022-2023</b> Individual student data will be used in the identification of students in need of tiered supports and help the team to identify root causes and appropriate support and intervention strategies. The school will be able to identify trends among student groups that allow for focused peer groups gauged towards the acquisition of specific necessary skills in achieving the mastery of state standards.</p> <p>School wide data will be analyzed by the building leadership team to determine progress towards goals, identify root causes, and plan action steps in accordance with the school's aligned Improvement Plans.</p>
<b>Approaches to Support Impacted Students</b>	<p><b>Spring 2021</b> Strong Tier I instruction with high quality resources and best practices such as explicit instruction, targeted feedback, and the science of reading is the foundation of student success. The school routinely instructs and reminds teachers of the importance of these practices through job embedded professional development. A collaborative 5 step process for teacher-based teams and district teams are at the heart of the school's decision making across content areas, grade levels, and tiers of support.</p> <p>The school's RtI/MTSS team meets bi-weekly with each grade level team to analyze data and identify appropriate supports and interventions for students who are struggling. The team collaborates on classroom-based interventions, Title I support, small group instruction, parent resources, etc. Data points are monitored to ensure that supports and interventions are sufficient and successful.</p>
	<p><b>Summer 2021</b> During the summer of 2021, the school is planning for a summer learning program to help close the learning gap for any student who is interested. The program will focus on fun learning opportunities in grade level phonics, fluency, comprehension and foundational math skills utilizing curriculum such as Wilson Foundations and Read180, designed to help close learning gaps and ensure that grade level</p>

	<p>foundational skills in reading and math have been mastered.</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 groups and 1:1 instructional opportunity. Utilizing elements of Universal Design and co-planning strategies, we will utilize all staff more effectively to meet the needs of all students. 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, such as Wilson Foundations and Read180. 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 through TBT and CSLT processes to drive decisions for continued improvement.</p> <p><b>2022-2023</b> Plans for the 2021-2022 Academic Year will continue into 2022-2023 with the school closely monitoring school wide progress as well as the progress of individual students and targeted groups of students.</p>
<b>Professional Learning Needs</b>	<p><b>Spring 2021</b> Through 2021, professional learning has focused on best practices for in person and remote learning, trauma informed practices, and creating a culture of support.</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 purchased curricular resources such as Foundations and Read 180 with fidelity across support tiers.</p>
	<p><b>2021-2022</b> Throughout the 2021-2022 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. Targeted book studies will offer opportunities for staff to improve in areas that meet their personal goals as well as the school’s goals for improvement. The school will utilize texts from researchers such as John Hattie, Anita Archer, and Tim Shanahan to keep best practices at the forefront of staff meetings and professional learning discussions.</p>
	<p><b>2022-2023</b> Professional learning for the 2022-2023 Academic Year will be driven by data obtained regarding program fidelity, student success, teacher efficacy, and other factors.</p>
<b>Partnerships</b>	<p><b>Spring 2021</b> The school partners with several day care providers including Horizon Education Centers, Rapha House, and Kiddie College. We also partnered with the Church on the North Coast, Lorain County Metro Parks, Cleveland Playhouse, and Lorain Police Department to create programs that foster meaningful engagement with the school environment for students and extend learning into the community. We also utilize support and training opportunities offered by the Lorain County ESC, SST2, and Charter School Specialists.</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 the community to assist students and families.</p>
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<b>Alignment</b>	<p><b>Spring 2021</b> The school has been working for several years to increase our capacity for research based instructional strategies across tiers of support. We have worked to strengthen the fidelity in our tier I instructional programs and increase our effectiveness in identifying and meeting the needs of students requiring</p>

	<p>Tier II and Tier III interventions and supports.  In accordance with the Remote Learning Plan, the school has put the choice of learning modality in the hands of the family. With universal screening measures and biweekly short cycle assessments, we continue to identify students in need of support through the RtI process. Utilizing standardized curricular resources, we have allowed students to transition between leaning modalities as needed.</p> <p>This plan aligns to the work in our School Improvement Plan to identify and close achievement gaps in reading and math and to ensure at minimum, grade level proficiency for all students. The school's Reading Improvement Plan focuses on increasing program fidelity and ensuring our teachers have the knowledge and the resources to provide high quality, science based reading instruction and intervention at all grade and ability levels. These areas are in direct alignment with our goals for learning recovery and extended learning. Student Wellness and Success Plans focus on Social Emotional Learning, Behavioral and Mental Health supports, and overall wellness of the whole child. The school continues to make these areas a priority in response to the pandemic and student learning, as described later in this document.</p> <p><b>Summer 2021</b>  Expanding opportunities for summer learning, aligns with goals in all other pertinent plans in place at the school. We continue to focus on literacy and math across tiers of support. We continue to increase the capacity of our staff to utilize data to identify and instruct students in multiple tiers of support while increasing our ability to identify trends and assess root cause and plan a course of action.</p> <p><b>2021-2022</b>  The school will continue working to increase our capacity for research based instructional strategies across tiers of support. We will continue to strengthen the fidelity in our tier I instructional programs and increase our effectiveness in identifying and meeting the needs of students requiring Tier II and Tier III interventions and supports by aligning RtI and PBIS systems into one cohesive system of support. Utilizing universal screening measures and biweekly short cycle assessments, we will continue to identify students in need of support through the RtI/MTSS process. Focusing on best practices, we will ensure high quality instruction across all levels of support.</p> <p>This plan aligns to the work in our School Improvement Plan to identify and close achievement gaps in reading and math and to ensure at minimum, grade level proficiency for all students. The school's Reading Improvement Plan focuses on increasing program fidelity and ensuring our teachers have the knowledge and the resources to provide high quality, science-based reading instruction and intervention at all grade and ability levels. These areas are in direct alignment with our goals for learning recovery and extended learning. Student Wellness and Success Plans focus on Social Emotional Learning, Behavioral and Mental Health supports, and overall wellness of the whole child. These programs build upon the action steps designed to create a solid Tier I foundation and then layer the support systems into place.</p> <p><b>2022-2023</b>  With the knowledge that we are just beginning to see the effects of the pandemic on our students and that our knowledge of the gaps and areas of need will become clearer in the coming year. The school will build upon existing plans and adapt to current data and root cause analysis to target areas of support and improvement. In alignment with our school improvement goal to increase the capacity of teacher-based teams and the school leadership team to analyze data and identify root causes and targeted solutions, the school will continue to build upon existing systems and adjust to the needs of our students and community.</p>
<p><b>Resources and Budget</b></p>	<p>The school will need additional staff in Title I and Intervention Specialist rolls to decrease caseloads and allow for increased capacity to meet the needs of targeted groups and individual students. We are also in need of high quality, research-based curriculum such as Foundations and Read 180 across tiers of support. 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. The ability to compensate teachers for additional work outside of contracted hours for programs in the summer and after call hours will be needed as well as additional transportation costs to ensure equitable access to programs. The school is also planning the use of resources to expand our usable space to ensure that all of our students can safely attend in person regardless of social distancing requirements that may linger for years to come.</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. \$890,000</p>
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## Approaches to Identify and Address Students' Social & Emotional Needs

<p><b>Identifying Impacted Students</b></p>	<p><b>Spring 2021</b> During the 2020-2021 Academic year, Lorain Preparatory Academy has focused on the foundations of a strong Social Emotional Well Being and Preventative Services Initiative. The initiative will continue to target our entire student body, K-8, with a Tier I universal mental health screening and Social-Emotional curriculum. Utilizing a Tier I screening tool, we have gathered a better understanding of our students who are at risk of externalizing/internalizing problem behaviors and created a set of baseline data to measure the strengths and weaknesses of our program.</p> <p>The Student Risk Screening Scale of Internalizing and Externalizing Behaviors (SRSS-IE) has each classroom teacher complete a survey for each of their students on 7 external behaviors (steal, lie/cheat, behavior problem, peer rejection, low academic achievement, negative attitude, and aggressive behavior) and 5 internal behaviors (emotionally flat, shy/withdrawn, sad/depressed, anxious, and lonely). With this data, we are able to make well informed decisions about our school as a whole, each grade level/classroom, and the individual student.</p> <p>The school purchased SEL K-8 curriculum through Empowering Education, which is delivered as Tier I instruction by our guidance counselor in weekly lessons. Teachers follow up with supplemental extension activities in the classroom setting. All students in all learning modalities receive this instruction.</p> <p>Maintaining contact with parents and caregivers is also a key component of identifying student needs. The school has and will continue to focus on family engagement and creating open lines of communication. We hired a Family Liaison for the 2020-2021 Academic Year to assist us in this endeavor.</p> <p>Knowing that the effects of trauma have been compounded throughout the pandemic, the school has initiated professional development in trauma informed practices which will continue through the next several years.</p> <hr/> <p><b>Summer 2021 -</b></p> <p>Summer programs focused on healing, re-engaging, and fun learning opportunities will be designed to help students who have been learning from home to re-acclimate with the school environment and re-create relationships with grade level peers and the school community.</p> <hr/> <p><b>2021-2022 -</b></p> <p>We plan to build upon the Tier I foundation initiated during the previous year and expand the program to include Tier II supports. Utilizing data from the SRSS-IE, students who exhibit moderate or high-risk factors can be identified for Tier II and Tier III supports, which can include targeted groups and 1:1 services. These services will be provided by our mental health community partners.</p>
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	<p>Parents/guardians of the students who participate in groups will be notified of the content their child is going over. This is to help support the family as a whole, not just the child when they are at school.</p> <p>These systems can also help the teachers with targeted PD and coaching around Tier I classroom behavior management and classroom climate strategies which will aid all students in maintaining a state of regulation. We will provide coaching for teachers on Tier I behavior management, trauma informed practices, and classroom climate strategies.</p> <p>Knowing that a partnership between caregivers and teachers is the most important aspect of support for students, we will also target programs for parents and teachers to ensure that we are sharing techniques and utilizing a common language of support.</p> <p><b>2022-2023</b> The school will utilize fidelity and improvement data to assess the overall strengths and needs of our initiative. We will continue to provide SEL and Mental Health support for students and families. The program will maintain a focus on expanding parent partnerships and providing professional development for staff on the implementation of strong PBIS systems and employ trauma informed practices to create a positive classroom climate where SEL and parent partnerships are key components.</p>
<p><b>Approaches for Impacted Students</b></p>	<p><b>Spring 2021 –</b></p> <p>The school has utilized the SRSS-IE to obtain baseline school wide data and has initiated Tier I curriculum resources through Empowering Education. Through the RtI/MTSS process, we have targeted students with the highest need for Tier III support services through outside service providers who work as partners with the school and families.</p> <p>Our staff, including the Family Liaison has worked to keep in continuous communication with families who are experiencing difficulties staying engaged with the educational environment. We frequently engage families in activities concerning academic success and emotional well-being. Programming for parent engagement has been difficult during the pandemic, with many people experiencing fatigue with virtual events. We plan to ramp up in person parent engagement activities as it becomes safer and restrictions begin to lift.</p> <p><b>Summer 2021 –</b></p> <p>The school will use this time to connect with students and families with our summer learning program. We will also be engaged with our community partners.</p> <p><b>2021-2022 –</b></p> <p>To analyze the SRSS-IE, we look at each student's total score for the external/internal behaviors and determine each student's risk level.</p> <p>With this data, we will be able to make well informed decisions about our school as a whole, each grade level/classroom, and the individual student.</p> <p>With the first round of data collection completed, we know that the most common external behavior (other than low academic achievement) is negative attitude and behavior problems. The most common internal behavior we see is anxious and shy/withdrawn.</p> <p>With this data, we can look at the behavior and overall risk level of each student. We will be able to determine which students are not benefiting from Tier I (whole school) support. These students/groups who show a medium to high risk would be targeted for Tier II and Tier III supports through RtI/MTSS structures. Interventions may include targeted peer groups and/or 1:1 sessions with school staff or outside mental health partners.</p> <p><b>2022-2023 –</b></p> <p>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>	<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.
	<b>Summer 2021 –</b> Staff will continue to develop skills in the areas targeted during the 2020-2021 Academic Year.
	<b>2021-2022 –</b> Professional learning will focus on trauma informed practices, utilizing the RtI/MTSS structure for social emotional and behavior support as well as academic support, supporting SEL in the classroom, and administration of universal screening.
	<b>2022-2023 –</b> Professional learning for the 2022-2023 Academic Year will be driven by data obtained regarding program fidelity, student success, teacher efficacy, and other factors.
<b>Partnerships</b>	<b>Spring 2021 –</b> The school partners with The ESC or Lorain County/SST2, Lorain County Mental Health and Addiction Recovery Services, Ohio GuideStone, Family Solutions, and area shelters including the Blessing House to support the school, students, and families.
	<b>Summer 2021 –</b> The school partners with Lorain County Mental Health and Addiction Recovery Services, Ohio GuideStone, Family Solutions, and area shelters including the Blessing House to support the school, students, and families.  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
	<b>2021-2022 –</b> The school partners with Lorain County Mental Health and Addiction Recovery Services, Ohio GuideStone, Family Solutions, and area shelters including the Blessing House to support the school, students, and families.  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
	<b>2022-2023 –</b> The school partners with Lorain County Mental Health and Addiction Recovery Services, Ohio GuideStone, Family Solutions, and area shelters including the Blessing House to support the school, students, and families.  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
	<b>Alignment</b>
<b>Summer 2021</b>  By re-engaging students and families with the educational environment and fostering relationships in the school community and with our partner organizations, we will strengthen our ability to meet the goals of this and related plans.	
<b>2021-2022</b>  This plan aligns with our goals in our Student Wellness and Success Plan, which states our	



	<p>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. This plan is directly related to and influenced by our K-12 Prevention Education Initiative Plan of Action in partnership with the Mental Health, Addiction and Recovery Services Board of Lorain County.</p> <p>The action steps towards the building and implementation of a comprehensive social emotional health and support program will aid our students in recovering from the effects of the pandemic.</p> <p><b>2022-2023</b>  With the knowledge that we are just beginning to see the effects of the pandemic on our students and that our acknowledgement that this program is currently in its early stages, the school will build upon existing plans and adapt to current data and root cause analysis to target areas of support and improvement.</p>
<p><b>Resources and Budget</b></p>	<p>The school will need to maintain the school counselor and family liaison positions. Continue to purchase services from Empowering Education for Tier I instructional resources. We will need to expand our purchased services to include Tier II and Tier III support services from outside service providers. We also plan purchase materials and presentations for parent engagement and informational workshops and staff professional development.</p> <p>Budget: The Academy will use ESSER II and Student Wellness to hire a position to support student mental health. \$125,000</p>