



Learning Recovery and Extended Learning Plan

District Name:	Akron Preparatory School
District Address:	1200 East Market Street. Akron, Ohio
District Contact:	Ashley Miles, Principal
District IRN:	013254

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, Akron 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 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

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

At Akron Preparatory School scholars that selected the hybrid learning option come into the school building three days a week, and the other two days the scholars join the class remotely from 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, 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-12. 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 iReady, Akron Preparatory School identifies and monitors impacted scholars academically through:

- Heggerty's Screeners
- Running records
- Short cycle assessments
- Mock assessments
- Third Grade Reading Guarantee data
- Rtl process
- Small Groups

Upon completion of the screeners and diagnostics, teachers will analyze data, and track the progress of each scholar. Teachers will determine an individualized pathway from the data collected for each scholar.

Summer 2021

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 end of year 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 supports 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 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.

In the 2022-2023 school year we will continue to utilize 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.

2022-2023

In addition to iReady Assessments for the 2022-2023 school year, Akron Preparatory School will monitor impacted scholars academically through:

- Heggerty's Screeners- The Phonemic Awareness Screener assessment was created to help teachers determine if phonemic awareness should be included as part of a reading intervention plan for a student in 2nd grade and above. Students who struggle to decode words in print or who struggle to encode words when writing may benefit from explicit phonemic awareness instruction.
- Running records- allow you to assess reading behavior as students read from

	<p>developmentally appropriate texts.</p> <ul style="list-style-type: none"> ● Short cycle assessments-Used to assess the current skill level of students based on standards ● Mock assessments ● Third Grade Reading Guarantee data ● Rtl process ● Small Groups
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021 During the Spring of 2021 to support impacted students we have added Twilight School. Twilight School is a program designed to give the impacted scholars two days of intensive math and reading during the week. Teachers use the individualized student data from the iReady MOY assessment to create a math and reading pathway that will aide in closing the achievement gap.</p> <p>RTI- using a multi- tiered approach to support students additional learning needs. We will track the students through progress monitoring.</p> <p>Small Group Instruction-Targeted leveled groups in K-8 using the data from scholar individualized pathway from i-Ready.</p> <hr/> <p>Summer 2021 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 end of year 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 supports we provide students.</p> <p>Mini Kindergarten Camp- Designed to identify the learning needs of incoming Kindergarteners.</p> <hr/> <p>2021-2022 During the 2021-2022 school year to support impacted students we have added Twilight School. Twilight School is a program designed to give the impacted scholars two days of intensive math and reading during the week. Teachers use the individualized student data from the iReady MOY assessment to create a math and reading pathway that will aide in closing the achievement gap.</p> <p>RTI- using a multi- tiered approach to support students additional learning needs. We will track the students through progress monitoring.</p> <p>Small Group Instruction-Targeted leveled groups in K-8 using the data from scholar individualized pathway from iReady.</p> <hr/> <p>2022-2023 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>During the 2022-2023 school year to support impacted students we will continue the Twilight School program. Twilight School is a program designed to give the impacted scholars two days of intensive math and reading during the week. Teachers use the individualized student data from the i-Ready MOY assessment to create a math and reading pathway that will aide in closing the achievement gap.</p> <p>RTI- using a multi- tiered approach to support students additional learning needs. We will track the students through progress monitoring.</p> <p>Small Group Instruction-Targeted leveled groups in K-8 using the data from scholar individualized pathway from iReady.</p>

Professional Learning Needs	Spring 2021 <ul style="list-style-type: none"> ● Literacy PD provided by State Support Team ● Teacher Based Teams structures ● Virtual Learning Expectations ● Equity Based Professional Development
	Summer 2021 <ul style="list-style-type: none"> ● Classroom Management ● Differentiation ● Assessments ● Re-Focus Instructional Planning ● iReady ● Short Cycle Assessments ● Heggerty ● RTI Processes and Procedures ● Supporting Special Education in the Classroom ● State Support Team Trainings ● Equity Based Professional Development ● SEL/Mindfulness Training
	2021-2022 <ul style="list-style-type: none"> ● Classroom Management ● Differentiation ● Assessments ● iReady ● Short Cycle Assessments ● Heggerty ● RTI Processes and Procedures ● Supporting Special Education in the Classroom ● State Support Team Trainings ● Equity Based Professional Development
	2022-2023 <ul style="list-style-type: none"> ● Classroom Management ● Differentiation ● New Curriculum training ● Assessments ● iReady ● Short Cycle Assessments ● Heggerty ● RTI Processes and Procedures ● Supporting Special Education in the Classroom ● State Support Team Trainings ● Equity Based Professional Development
Partnerships	Spring 2021 <ul style="list-style-type: none"> ● The Best Man LLC ● Curriculum and Associates ● Equity Matters ● School Based Professional Developments
	Summer 2021 The School Will Seek opportunities to make partnerships with various organizations. Some of the

	<p>partnerships will be:</p> <ul style="list-style-type: none"> ● The Best Man LLC ● Equity Matters ● School Based Professional Developments <hr/> <p>2021-2022 The School will seek opportunities to make partnerships with various organizations. Some of the partnerships will be:</p> <ul style="list-style-type: none"> ● The Best Man LLC ● Equity Matters ● School Based Professional Developments <hr/> <p>2022-2023 The School will seek opportunities to make partnerships with various organizations. Some of the partnerships will be:</p> <ul style="list-style-type: none"> ● The Best Man LLC ● Equity Matters ● School Based Professional Developments
Alignment	<p>Spring 2021 The School closely monitors the achievement growth and intervention needs of all students. We focus on reading and math extensively as noted on the Reading Improvement Plan, CCIP, SIP and all other related plans.</p> <hr/> <p>Summer 2021 The School closely monitors the achievement growth and intervention needs of all students. We focus on reading and math extensively as noted on the Reading Improvement Plan, CCIP, SIP and all other related plans.</p> <hr/> <p>2021-2022 The School closely monitors the achievement growth and intervention needs of all students. We focus on reading and math extensively as noted on the Reading Improvement Plan, CCIP, SIP and all other related plans.</p> <hr/> <p>2022-2023 The School closely monitors the achievement growth and intervention needs of all students. We focus on reading and math extensively as noted on the Reading Improvement Plan, CCIP, SIP and all other related plans.</p>
Resources and Budget	<p>To support and ensure the success of the learning plan, Akron Preparatory School will need the following resources:</p> <ul style="list-style-type: none"> ● Additional staff to support interventions with scholars ● Additional supplemental curriculum ● Technology for staff and scholars to address the growing needs of the building ● Hands on manipulatives to increase student engagement ● Professional development <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. \$350,000</p>

Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021 The school utilizes various methods to identify students with social and emotional concerns including:</p> <ul style="list-style-type: none"> ● Peer Mentoring ● Student Conferences ● Weekly Check-ins with families (home visits and phone calls) ● Partnership with local Women Battered shelter
	<p>Summer 2021 The school utilizes various methods to identify students with social and emotional concerns including:</p> <ul style="list-style-type: none"> ● Peer Mentoring ● Student Conferences ● Weekly Check-ins with families (home visits and phone calls) ● Partnership with local Women Battered shelter
	<p>2021-2022 The school utilizes various methods to identify students with social and emotional concerns including:</p> <ul style="list-style-type: none"> ● Peer Mentoring- Students will connect with a same age peer to discuss social emotional needs that affect them in their community. ● Student Conferences- Students will meet in peer groups with school leader and discuss social and emotional issues that is affecting them in the community. ● Weekly Check-ins with families (home visits and phone calls) ● Partnership with local Women Battered shelter- scholars that are housed with this program that attend Akron Prep receive bussing and additional resources to help ensure success with academics in the school.
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Approaches for Impacted Students	<p>Spring 2021</p> <ul style="list-style-type: none"> ● Peer Mentoring- Students will connect with a same age peer to discuss/SE needs that affect them in their community. ● Student Conferences- Students will meet in peer groups with school leader and discuss social and emotional issues that is affecting them in the community. ● Weekly Check-ins with families (home visits and phone calls) ● Partnership with Family First Counseling Services- the agency is onsite daily to help families with all their social and emotional needs. ● Partnership with local Women Battered shelter- scholars that are housed with this program

	<p>that attend Akron Prep receive bussing and additional resources to help ensure success with academics in the school.</p> <p>Summer 2021</p> <ul style="list-style-type: none"> • Peer Mentoring- Students will connect with a same age peer to discuss/SE needs that affect them in their community. • Student Conferences- Students will meet in peer groups with school leader and discuss social and emotional issues that is affecting them in the community. • Weekly Check-ins with families (home visits and phone calls) • Partnership with Family First Counseling Services- the agency is onsite daily to help families with all their social and emotional needs. • Partnership with local Women Battered shelter- scholars that are housed with this program that attend Akron Prep receive bussing and additional resources to help ensure success with academics in the school. <p>2021-2022</p> <ul style="list-style-type: none"> • Peer Mentoring- Students will connect with a same age peer to discuss/SE needs that affect them in their community. • Student Conferences- Students will meet in peer groups with school leader and discuss social and emotional issues that is affecting them in the community. • Weekly Check-ins with families (home visits and phone calls) • Partnership with Family First Counseling Services- the agency is onsite daily to help families with all their social and emotional needs. • Partnership with local Women Battered shelter- scholars that are housed with this program that attend Akron Prep receive bussing and additional resources to help ensure success with academics in the school. <p>2022-2023</p> <ul style="list-style-type: none"> • Peer Mentoring- Students will connect with a same age peer to discuss/SE needs that affect them in their community. • Student Conferences- Students will meet in peer groups with school leader and discuss social and emotional issues that is affecting them in the community. • Weekly Check-ins with families (home visits and phone calls) • Partnership with Family First Counseling Services- the agency is onsite daily to help families with all their social and emotional needs. • Partnership with local Women Battered shelter- scholars that are housed with this program that attend Akron Prep receive bussing and additional resources to help ensure success with academics in the school.
<p>Professional Learning Needs</p>	<p>Spring 2021 The school will continue to follow school based SEL programs as outlined in the weekly schedule. We use the SEL Curriculum through Empowerment Education.</p> <p>Summer 2021 The school will continue to follow school based SEL programs as outlined in the weekly schedule. We use the SEL Curriculum through Empowerment Education.</p> <p>2021-2022 The school will continue to follow school based SEL programs as outlined in the weekly schedule. We use the SEL Curriculum through Empowerment Education.</p> <p>2022-2023 The school will continue to follow school based SEL programs as outlined in the weekly schedule. We use the SEL Curriculum through Empowerment Education.</p>
<p>Partnerships</p>	<p>Spring 2021 The school will make partnerships with various organizations to address the social and emotional</p>

	<p>learning needs of our students. These partnerships are:</p> <ul style="list-style-type: none"> • The Best Man LLC • Equity Matters • School Based Professional Developments • Family First Counseling Services <p>Summer 2021 The school will make partnerships with various organizations to address the social and emotional learning needs of our students. These partnerships are:</p> <ul style="list-style-type: none"> • The Best Man LLC • Equity Matters • School Based Professional Development • Family First Counseling Services <p>2021-2022 The school will make partnerships with various organizations to address the social and emotional learning needs. Some of the partnerships will be:</p> <ul style="list-style-type: none"> • The Best Man LLC • Equity Matters • School Based Professional Developments • Family First Counseling Services <p>2022-2023 The school will make partnerships with various organizations to address the social and emotional learning needs of our students. These partnerships are:</p> <ul style="list-style-type: none"> • The Best Man LLC • Equity Matters • School Based Professional Developments • Family First Counseling Services
Alignment	<p>Spring 2021 The School closely monitors the achievement growth, intervention, and social and emotional needs of all students and staff. We focus on reading, math, and social emotional needs that may impact success in the classroom as indicated in the Reading Improvement Plan, CCIP, SIP and all other related plans.</p> <p>Summer 2021 The School closely monitors the achievement growth, intervention, and social and emotional needs of all students and staff. We focus on reading, math, and social emotional needs that may impact success in the classroom as indicated in the Reading Improvement Plan, CCIP, SIP and all other related plans.</p> <p>2021-2022 The School closely monitors the achievement growth, intervention, and social and emotional needs of all students and staff. We focus on reading, math, and social emotional needs that may impact success in the classroom as indicated in the Reading Improvement Plan, CCIP, SIP and all other related plans.</p> <p>2022-2023 The School closely monitors the achievement growth, intervention, and social and emotional needs of all students and staff. We focus on reading, math, and social emotional needs that may impact success in the classroom as indicated in the Reading Improvement Plan, CCIP, SIP and all other related plans.</p>
Resources and Budget	<p>To support and ensure the success of the social and emotional needs of our students, Akron Preparatory School will need the following resources:</p> <ul style="list-style-type: none"> • Additional Supplemental Curriculum to support SEL needs of scholars

- Community outreach/ Professional Development

Budget: The Academy will use ESSER II and School Wellness funds to hire a counselor to support the SEL of our scholars. \$150,000