



Learning Recovery and Extended Learning Plan

District Name:	Cleveland College Preparatory School
District Address:	4906 Fleet Ave. Cleveland, Ohio 44105
District Contact:	Antonio Gaines
District IRN:	012010

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, Cleveland College Preparatory School offered two learning options for families to choose from that were implemented on the first day of school, regardless of the student's grade level. These two 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 2 immediately.

Option 1: Hybrid

Students come to the school building on Mondays and Tuesdays. On Wednesdays, Thursdays, and Fridays, they participate in virtual instruction from their home. Teachers virtually 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 virtually 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 and virtually. 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: Full time at home

Students learn from home every day school is in session as delineated in the school's Board approved calendar. Students were provided a Chromebook and internet reimbursement if needed based on participation and eligibility guideline. Teachers facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers can modify the activities within each lesson to provide additional practice opportunities, an alternative approach, or add opportunities to engage with tools such as IXL, 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 combination 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 which 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 who 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 students' 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 both 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.

Other supports that were used to monitor impacted students include:

- Running records kept by the classroom teachers
- Short cycle assessments such as Stop, Drop and Write, i-Ready Standards Mastery, growth monitoring, and the Kindergarten Readiness Assessment
- Data derived from the Third Grade Reading Guarantee as well as sub score data from previous year's assessments to determine the skills and strategies most needed by the students
- RTI documentation that is reviewed by the IAT team

Summer 2021

During summer tutoring the following assessments/instruction will be used to monitor the growth of students attending:

- i-Ready lessons and growth monitoring
- Ohio Performance Coach English Language Arts and Math books grades K-8 taught using the guided release model and utilizing the practice tests within as a measure for growth monitoring
- Eureka Math student materials that support differentiation and remediation
- SRA for grades K-3 to develop comprehension, vocabulary, fluency, and word analysis as well as reinforce specific skills in which targeted students show a weakness

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.

Teachers will continue to use running records as a means of data collection for the following:

- growth monitoring
- conducting student and parent conferences
- ensuring all stakeholders are setting and meeting goals collaboratively
- confirming students are meeting grade level goals
- setting accommodations in place to meet student growth targets

Short Cycle assessments will be applied in the following ways:

- i-Ready teacher assigned lessons based on student levels
- engaging in SRA and i-Ready Teacher Toolbox lessons for individualized and small group instruction

	<ul style="list-style-type: none"> ● collaboration and vertical planning ● using the assessments to identify learning gaps ● evaluating data collected to create spiral reviews, groupings and if necessary individual educational plans <p>Data derived from previous OST assessments will be used to:</p> <ul style="list-style-type: none"> ● instruct students on how to create exemplar answers to multi-choice and extended response questions ● review the skills most needed by students to build and strengthen their foundational skills in math and reading ● bridge the gaps that exist to prepare a path for instructional success and recovery for each student through the integration of technology, previously released assessments, and data <p>RTI documentation will be used in the following ways:</p> <ul style="list-style-type: none"> ● collaboration between general education teachers ● identifying students' areas of deficiency ● designing and implementing an individualized learning plan ● recommending online learning tools, strategies and activities that are accessible to students that support their learning needs ● communicating progress with parents ● conducting RTI meetings bi-monthly to collect, re-strategize and review student data and the implementation of interventions ● monitoring and documenting student progress monthly <p>2022-2023 We will continue to utilize the assessments utilized in Spring 2021, while observing data to determine the effectiveness and growth from the administration of these assessments.</p>
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021 Currently we are utilizing the following approaches:</p> <ul style="list-style-type: none"> ● the RTI process ● video conferencing for small group instruction ● after school tutoring through an outside vendor ● instructional packets sent home upon request ● a combination of virtual and hybrid learning options ● video conferencing with teachers for additional instruction ● differentiation through break out groups
	<p>Summer 2021 During the summer months the following will be implemented:</p> <ul style="list-style-type: none"> ● learning packets for grades K-5 ● online literacy programs for grades K-2 from the local library ● suggested summer reading list for grades K-8 ● continue tutoring through an outside vendor
	<p>2021-2022 CCP will ensure every student has equitable assets to the educational rigor, resources and support that are designed to maximize a student's academic success and social emotional well-being. The instructional expectations, procedures and practices will provide for educational equity to ensure the obstacles are proactively addressed and resolved. Achievement gaps will be identified, and</p>

	<p>strategies will be implemented to address the gaps.</p> <p>CCP will ensure that distance learning, hybrid learning and in person learning climates support student access and that such learning environments are welcoming, affirming, and positive.</p> <p>We will do this through:</p> <ul style="list-style-type: none"> ● the continuation of the RTI process ● small group instruction with the use of reviewed data from the 2020-2021 school year ● short cycles assessments ● running records ● literacy bags for grades K-2 ● literacy bags for any student in grades 3-8 that are performing 2 or more grade levels below ● i-Ready lessons and growth monitoring ● Ohio Performance Coach English Language Arts and Math books grades K-8 taught using the guided release model and utilizing the practice tests within as a measure for growth monitoring ● Eureka Math student materials that support differentiation and remediation ● SRA for grades K-3 to develop comprehension, vocabulary, fluency, and word analysis as well as reinforce specific skills in which targeted students show a weakness
	<p>2022-2023</p> <p>We will continue to utilize the assessments utilized in Spring 2021, while observing data to determine the effectiveness and growth from the administration of these assessments.</p>
<p>Professional Learning Needs</p>	<p>Spring 2021</p> <p>Back to School PD topics:</p> <ul style="list-style-type: none"> ● How to come back purposefully and powerfully ● Team building and collaboration/vertical planning ● Addressing technology gaps and other inequities that distance learning shines a spotlight on ● Family Engagement ● Trauma-informed/ SEL instruction ● Safety and COVID-19 protocol for staff and students <p>Summer 2021</p> <p>Cleveland College Preparatory School's 2021-2022 professional learning theme is entitled "The Voyage"</p> <ul style="list-style-type: none"> ● Embarking the Boat – How to come back purposefully and powerfully ● Don't Rock the Boat – 2021-2022 learning/building expectations ● We Can Not Direct the Wind, We Can Only Adjust our Sails – Team building and collaboration/vertical planning ● Home is Where the Boat is Docked – Family Engagement ● Life's Roughest Storms Prove the Strengths of our Anchors – Trauma-informed/SEL instruction ● A Smooth Sea Never Made a Skillful Sailor -- Addressing technology gaps and other inequities that distance learning shines a spotlight on ● Longitudinal and Latitudinal Purposes – Safety, emergency and COVID -19 protocol for staff and students <p>Training around early phonics, curriculum mapping, pacing and alignment will be on-going. Administrators will meet to discuss opportunities for refresher trainings on topics identified in this plan for teachers. Additionally, experts within the school will be identified to share best practices and lead others in TBTs and training. Teachers will be encouraged to self identify areas of need</p>

	<p>and interest. Feedback collected from PD's will used to implement future learning opportunities.</p> <p>2021-2022 Professional learning at building will occur throughout the school year to build educator capacity with digital tools.</p> <p>2022-2023 Continue to utilize the aforementioned Summer 2021 and 2021-2022 school year and utilize feedback to provide implementation of ongoing relevant professional learning opportunities.</p>
<p>Partnerships</p>	<p>Spring 2021 Currently we have partnerships with the following:</p> <ul style="list-style-type: none"> ● Coach Sam's Kids ● Slavic Village Development ● Boys and Girls Club ● Beech Brook ● Ohio Developmental Support student mentorship <p>The school expects parents to be actively involved in their child's education. For our faculty and staff to effectively educate our children, we welcome our parents as partners. Parents are strongly encouraged to participate in a variety of activities and forums which will support our students academically and add to the vitality of our school.</p> <p>Summer 2021 We will continue to utilize the above supports while seeking partnerships with the following:</p> <ul style="list-style-type: none"> ● Cleveland Public Library ● Peekapak Social Emotional online services ● Right Direction Behavioral Services ● Murtis H. Taylor ● PEP Assist <p>2021-2022 We will continue to utilize the above supports while seeking partnerships with the following:</p> <ul style="list-style-type: none"> ● Cleveland Public Library ● Peekapak Social Emotional online services ● Right Direction Behavioral Services ● Murtis H. Taylor ● PEP Assist <p>2022-2023 We will continue to utilize the above supports while seeking partnerships with the following:</p> <ul style="list-style-type: none"> ● Cleveland Public Library ● Peekapak Social Emotional online services ● Right Direction Behavioral Services ● Murtis H. Taylor ● PEP Assist
<p>Alignment</p>	<p>Spring 2021 The procedures and guidelines above align with ACCEL School Networks, the Ohio Department of Education, OCCS requirements and other mandates and recommendations. The purpose of supplemental programming at Cleveland College Preparatory School is to provide activities above and beyond the traditional school day. The goal is to continue to support the whole child including</p>

	<p>their academic and social and emotional needs. Our programming will be carefully aligned to the model through clubs and groups that support social and emotional development, and overall physical health through extra-curricular activities. Activities will be chosen that align with the mission and needs of the school once the composition of the school community is established.</p> <p>Summer 2021 The procedures and guidelines above align with ACCEL School Networks, the Ohio Department of Education, OCCS requirements and other mandates and recommendations. The purpose of supplemental programming at Cleveland College Preparatory School is to provide activities above and beyond the traditional school day. The goal is to continue to support the whole child including their academic and social and emotional needs. Our programming will be carefully aligned to the model through clubs and groups that support social and emotional development, and overall physical health through extra-curricular activities. Activities will be chosen that align with the mission and needs of the school once the composition of the school community is established.</p> <p>2021-2022 The procedures and guidelines above align with ACCEL School Networks, the Ohio Department of Education, OCCS requirements and other mandates and recommendations. The purpose of supplemental programming at Cleveland College Preparatory School is to provide activities above and beyond the traditional school day. The goal is to continue to support the whole child including their academic and social and emotional needs. Our programming will be carefully aligned to the model through clubs and groups that support social and emotional development, and overall physical health through extra-curricular activities. Activities will be chosen that align with the mission and needs of the school once the composition of the school community is established.</p> <p>2022-2023 Alignment will continue with the above-mentioned intentions.</p>
<p>Resources and Budget</p>	<p>Additional resources needed are as follows:</p> <ul style="list-style-type: none"> ● Title 1 Teacher ● Instructional Aide ● Permanent School Psychologist ● Full Time Special Education Teacher <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. \$250,000</p>

Approaches to Identify and Address Students' Social & Emotional Needs

<p>Identifying Impacted Students</p>	<p>Spring 2021 At CCP all students are treated with dignity and respect, have the opportunity to build knowledge of the world, read meaningful texts, express ideas through writing and speaking, and solve complex problems. We are currently supporting the well-being of the students by:</p> <ul style="list-style-type: none"> ● prioritizing positive, intentional relationships ● facilitating meaningful interactions to develop sustaining, strong relationships within the classroom (hybrid and virtual) and throughout the school ● building the following relationships:
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	<p>Staff to student Staff to staff Student to student Staff to family</p> <p>For specific students who need additional assistance, either the Principal, Deans, Office Manager or BeechBrook counselor speak with the student to assist them and follow up with the parents via phone or through in-person meetings.</p> <p>Summer 2021 The administrative team will be involved in regular home visits to identify reasons why students may not have been attending and how to assist parents and students with increasing their attendance. Through these visits, families will be offered the opportunity to take part in BeechBrook, Right Direction Behavioral Health Services and tutoring services through Coach Sam's Scholars.</p> <p>2021-2022 – We will continue to utilize the above supports while seeking partnerships with the following:</p> <ul style="list-style-type: none"> ● Peekapak Social Emotional online services ● Right Direction Behavioral Services ● Murtis H. Taylor ● PEP Assist ● Sisterhood Program <p>2022-2023 – We will continue to utilize the above supports while seeking partnerships with other vendors based from the needs of our staff and families.</p>
<p>Approaches for Impacted Students</p>	<p>Spring 2021 –</p> <ul style="list-style-type: none"> ● Students are referred to either BeechBrook or Right Direction Behavioral Health Services after a discussion has taken place between the administration team and the parent (s) or guardians. <p>Summer 2021 – Continuation of services provided from BeechBrook and Right Direction Behavioral Health Services</p> <ul style="list-style-type: none"> ● Invest in a Professional Development session through Second Step/Peekapak to provide advanced training to all employees. <p>2021-2022 –</p> <ul style="list-style-type: none"> ● Begin the use of Second Step/Peekapak in grades K-8 ● Hire a service provider through Right Direction Behavioral Health Services to serve as a SEL educator to provide daily services such as: <ul style="list-style-type: none"> ○ Mental health assessments ○ Crisis intervention ○ Case management ○ SUD treatment ○ Individual therapy ○ Family therapy <p>2022-2023 – Continue to utilize the above-mentioned resources and interventions as well as bringing in a family liaison to:</p> <ul style="list-style-type: none"> ● assist parents with getting their high school diploma to help them assist and support their students at home ● support enrollment and help reduce chronic absenteeism

Professional Learning Needs	Spring 2021 – Increase understanding of how to effectively utilize BeechBrook services.
	Summer 2021 – <ul style="list-style-type: none"> ● schedule professional development with a representative from Second Step/Peekapak to provide training to teachers and staff members to increase their understanding how to effectively utilize the curriculum ● schedule a series or professional developments through Right Direction Behavioral Health Services to provide teachers and staff members the tools necessary for SEL and trauma-informed instruction
	2021-2022 – <ul style="list-style-type: none"> ● create a thirty-minute block within each teacher’s schedule to discuss SEL individually with students from the beginning of the school year ● plan team building activities for each grade level to capitalize on the growth they have gained from using Second Step and Peekapak
	2022-2023 Continue to utilize the above-mentioned resources and interventions while looking at the data and growth from the previous school year to adjust in any area that may be needed
Partnerships	Spring 2021 – <ul style="list-style-type: none"> ● BeechBrook ● Right Direction Behavioral Health Services
	Summer 2021 - <ul style="list-style-type: none"> ● BeechBrook ● Right Direction Behavioral Health Services
	2021-2022 – <ul style="list-style-type: none"> ● BeechBrook ● Right Direction Behavioral Health Services
	2022-2023 <ul style="list-style-type: none"> ● BeechBrook ● Right Direction Behavioral Health Services
Alignment	Spring 2021 <ul style="list-style-type: none"> ○ Increasing our professional relationship with BeechBrook to retain a family services provider.
	Summer 2021 <ul style="list-style-type: none"> ○ As a result of providing our families with the necessary assistance, we can better ensure our students are supported at school and at home with their needs.
	2021-2022 <ul style="list-style-type: none"> ○ By interviewing and looking for a Family Liaison, we will be better able to assist our families with their needs, which therefore provides additional support to our students.
	2022-2023 As a result of providing our families with the necessary assistance, we can better ensure our students are supported at school and at home with their needs

Resources and Budget	<p>Additional resources needed are as follows:</p> <ul style="list-style-type: none">● SEL Teacher/service provider● Professional Development services provided through Right Direction Behavioral Health Services● 3-year subscription to Peekapak Social Emotional Curriculum <p>Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$150,000</p>
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