



Learning Recovery and Extended Learning Plan

District Name:	Lake Erie Preparatory School
District Address:	14405 St. Clair Ave. Cleveland OH 44110
District Contact:	Denecia.Dillard, Principal
District IRN:	013132

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, Lake Erie 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 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

Parents who chose this option had students divided into two groups. Either group came to the school building on two specified days per week and were learning virtually the remaining three. 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 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 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.

The school has additional ways in which we monitor our student progress and identify those who have had their learning impacted:

- Heggerty's screeners
- Running records
- Short cycle assessments
- Third Grade Reading Guarantee data
- RTI

Summer 2021

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

Use the other assessments/data points explained in the Spring 2021 box during the 2021-2022 school year.

- Heggerty's screeners - will be used to assess the phonemic awareness and individual sounds (Phonemes)
- Running records - these will be used by all teachers to assess when the students have successfully navigated reading strategies and are ready to move to the next level.
- Short cycle assessments – these will be used to assess the current skill level level of students based on standards.
- Third Grade Reading Guarantee data
- RTI

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.

Use the other assessments/data points explained previously.

- Heggerty's screeners - will be used to assess the phonemic awareness and individual

	<p>sounds (Phonemes)</p> <ul style="list-style-type: none"> ● Running records - these will be used by all teachers to assess when the students have successfully navigated reading strategies and are ready to move to the next level. ● Short cycle assessments – these will be used to assess the current skill level of students based on standards. ● Third Grade Reading Guarantee data ● RTI
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021 The school is utilizing the following approaches to impacted students:</p> <ul style="list-style-type: none"> ● RTI – multi tiered approach to identifying/supporting students with additional learning deficits. ● Tutoring – after school tutoring for students in the tested subject areas (Reading/Math/Science) ● Saturday School – Additional targeted intervention for students in the areas of reading/math ● Targeted Intervention- time allotted in the daily schedule for small group instruction.
	<p>Summer 2021 The school will utilize a summer enrichment/targeted intervention program for the tested grades (3-8). A mini-Kinder Camp – designed to identify the specific learning needs of the incoming kinder-gardeners.</p>
	<p>2021-2022 The school will utilize the following approaches to impacted students:</p> <ul style="list-style-type: none"> ● RTI – multi tiered approach to identifying/supporting students with additional learning deficits. ● Tutoring – after school tutoring for students in the tested subject areas (Reading/Math/Science) ● Saturday School – Additional targeted intervention for students in the areas of reading/math ● Targeted Intervention- time allotted in the daily schedule for small group instruction. ● Intervention- time allotted in the daily schedule for small group instruction.
	<p>2022-2023 The school will utilize the following approaches to impacted students and make any adjustments as needed based on the data the prior school year:</p> <ul style="list-style-type: none"> ● RTI – multi tiered approach to identifying/supporting students with additional learning deficits. ● Tutoring – after school tutoring for students in the tested subject areas (Reading/Math/Science) ● Saturday School – Additional targeted intervention for students in the areas of reading/math ● Targeted Intervention- time allotted in the daily schedule for small group instruction. ● Intervention- time allotted in the daily schedule for small group instruction.
<p>Professional Learning Needs</p>	<p>Spring 2021</p> <ul style="list-style-type: none"> ● Academic PDs ● Equity Based professional development - Leaders ● Needs based strategic plan – Leaders ● Refocused Instructional planning – whole group

	<ul style="list-style-type: none"> ● Socio-emotional training – whole group ● Classroom management/behavior – whole group ● RTI processes – whole group ● Formal/Informal observation
	<p>Summer 2021</p> <ul style="list-style-type: none"> ● Academic PDs ● Equity Based professional development - Leaders ● Needs based strategic plan – Leaders ● Refocused Instructional planning – whole group ● Socio-emotional training – whole group ● Classroom management/behavior – whole group ● RTI processes – whole group ● Formal/Informal observation
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<p>Partnerships</p>	<p>Spring 2021</p> <ul style="list-style-type: none"> ● The Best Man, LLC <p>Summer 2021</p> <ul style="list-style-type: none"> ● The Best Man, LLC ● Equity Matters Consulting ● Curriculum Associates ● School based professional development centered on trends in the building. <p>2021-2022</p> <ul style="list-style-type: none"> ● The Best Man, LLC ● Equity Matters Consulting ● School based professional development centered on trends in the building. <p>2022-2023</p> <ul style="list-style-type: none"> ● The Best Man, LLC

	<ul style="list-style-type: none"> • Equity Matters Consulting • School based professional development centered on trends in the building.
Alignment	<p>Spring 2021</p> <p>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-related plans.</p>
	<p>Summer 2021</p> <p>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-related plans.</p>
	<p>2021-2022</p> <p>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-related plans.</p>
	<p>2022-2023</p> <p>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-related plans.</p>
Resources and Budget	<p>To ensure we are in the best position to meet the needs of our students, we will need the following resources:</p> <ul style="list-style-type: none"> • Additional intervention staff • Community Outreach programs /Professional Developments • Additional supplemental curricula • Hands on manipulatives to increase student engagement in the areas of STEAM and Reading. • Additional technology resources <ul style="list-style-type: none"> o One to One student tech o Class based instructional technology <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

Identifying Impacted Students	<p>Spring 2021</p> <p>The school utilizes various methods to identify students with Social/Emotional concerns, including:</p> <ul style="list-style-type: none"> • Student conferences • Weekly check ins with families • Home visits • Mentoring clubs
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	<p>Summer 2021 The school will use various methods to identify students with Social/Emotional concerns, including:</p> <ul style="list-style-type: none"> ● Student conferences ● Weekly check ins with families ● Home visits ● Mentoring clubs <hr/> <p>2021-2022 The school will utilize various methods to identify students with Social/Emotional concerns, including:</p> <ul style="list-style-type: none"> ● Student conferences ● Weekly check ins with families ● Home visits ● Mentoring clubs <hr/> <p>2022-2023 The school will utilize various methods to identify students with Social/Emotional concerns, including:</p> <ul style="list-style-type: none"> ● Student conferences ● Weekly check ins with families ● Home visits ● Mentoring clubs
<p>Approaches for Impacted Students</p>	<p>Spring 2021</p> <ul style="list-style-type: none"> ● Peer to peer mentoring – students are connected with a group of students to discuss the SE needs that affect their demographic/age group. ● Student conferences - frequent meetings set with the teachers to discuss achievement and opportunities for individual growth. ● Data gathered from family communications weekly and used to address any potential social and emotional concerns. ● For families whom we have lost contact with, home visits are tier 2. ● Families are referred to wrap around community organizations for counseling as needed (Family First, Family Solutions) ● Mentoring clubs (NYAP, ODS) <hr/> <p>Summer 2021</p> <ul style="list-style-type: none"> ● Peer to peer mentoring – students are connected with a group of students to discuss the SE needs that affect their demographic/age group. ● Student conferences - frequent meetings set with the teachers to discuss achievement and opportunities for individual growth. ● Data gathered from family communications weekly and used to address any potential social and emotional concerns. ● For families whom we have lost contact with, home visits are tier 2. ● Families are referred to wrap around community organizations for counseling as needed (Family First, Family Solutions) ● Mentoring clubs (NYAP, ODS) <hr/> <p>2021-2022</p> <ul style="list-style-type: none"> ● Peer to peer mentoring – students are connected with a group of students to discuss the SE needs that affect their demographic/age group. ● Student conferences - frequent meetings set with the teachers to discuss achievement and opportunities for individual growth. ● Data gathered from family communications weekly and used to address any potential social and emotional concerns.

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	<p>2022-2023 –</p> <ul style="list-style-type: none"> • Peer to peer mentoring – students are connected with a group of students to discuss the SE needs that affect their demographic/age group. • Student conferences - frequent meetings set with the teachers to discuss achievement and opportunities for individual growth. • Data gathered from family communications weekly and used to address any potential social and emotional concerns. • For families whom we have lost contact with, home visits are tier 2. • Families are referred to wrap around community organizations for counseling as needed (Family First, Family Solutions) • Mentoring clubs (NYAP, ODS)
Professional Learning Needs	<p>Spring 2021 Lake Erie Prep has conducted professional development on our peer mentoring groups and SEL check-ins.</p> <p>Summer 2021 Teachers will get refresher training on the SEL curriculum that is embedded within our daily schedule.</p> <p>2021-2022 – The following groups will present topics of need to the Lake Erie Preparatory staff during the professional development days allocated in our school calendar:</p> <ul style="list-style-type: none"> • The Best Man LLC • Equity Matters Consulting • ODS • NYAP <p>2022-2023 The following groups will present topics of need to the Lake Erie Preparatory staff during the professional development days allocated in our school calendar:</p> <ul style="list-style-type: none"> • The Best Man LLC • Equity Matters Consulting • ODS • NYAP
Partnerships	<p>Spring 2021</p> <ul style="list-style-type: none"> • The Best Man LLC • Equity Matters Consulting • ODS • NYAP <p>Summer 2021</p> <ul style="list-style-type: none"> • The Best Man LLC • Equity Matters Consulting • ODS • NYAP

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<p>Alignment</p>	<p>Spring 2021 The school closely monitors the achievement, growth, intervention and social emotional needs of all students and staff. By doing so, all parties remain focused on the social emotional needs of our students as outlined in our Wellness Plan.</p>
	<p>Summer 2021 The school closely monitors the achievement, growth, intervention and social emotional needs of all students and staff. By doing so, all parties remain focused on the social emotional needs of our students as outlined in our Wellness Plan.</p>
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<p>Resources and Budget</p>	<p>To ensure that we are in the best position to meet the needs of our students we will need:</p> <ul style="list-style-type: none"> ● Community Outreach programs /Professional Developments ● Building expansion to meet the current safety guidelines as indicated by ODE and the Department of Health. ● Hands on manipulatives to increase student engagement in the areas of STEAM and Reading. ● Additional technology resources <ul style="list-style-type: none"> ○ One to One student tech ○ Class based instructional technology <p>Budget: The Academy will use ESSER II and Student Wellness to hire a position to support student mental health. \$125,000</p>