



## Learning Recovery and Extended Learning Plan

District Name:	Central Point Preparatory Academy
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In March 2020, education in the United States and the world changed dramatically due to the COVID-19 pandemic. Central Point Preparatory Academy opened its doors to students in August 2020, only a few months into the pandemic.

As the pandemic continued to affect education, we needed to think differently about our first school year, 2020-2021. As a result of this thoughtful planning, Central Point 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 learning modalities were full-time in school, hybrid, and full-time at home. These options allowed families to consider their student's health, comfort with the current COVID-19 status in our community, their ability or interest in facilitating learning at home, and many other essential factors. Families were asked to choose before starting 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 could pivot to Option 3 immediately.

### **Option 1: Traditional/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 these days. Based on the student's grade level and educational needs, teachers may send additional work home for practice or enrichment. Students with Special Education needs receive services 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 students' and staff's safety are followed daily and monitored by the Regional Vice President.

### **Option 2: Hybrid**

Students come to the school building twice a week on Monday and Wednesday. 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 these days. Based on the students' grade level and educational needs, teachers may send home additional work for 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 students' and staff's safety 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. We provide each student with a Chromebook. Additionally, internet reimbursement is available to families if needed based on participation and eligibility guidelines. Teachers facilitate standards-based instruction using the ACCEL curriculum, 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 virtual curriculum assessments, or they can add their own formative and summative measures. As defined by the school's instructional schedule, opportunities to engage in special subjects and electives such as Art, Music, or PE are also offered to virtual students. Each day's 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 education at home. A mix of online learning is accompanied by other offline activities that require solving math problems, collaborating with peers, and exercising.

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 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 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 three choices. 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 approach allowed all students in the same grade or class within the school to receive instruction around the same series of standards, for approximately the same amount of time, dependent on student need. This coordination allowed for seamless integration of a student in modality changes due to extenuating circumstances. It also allowed regular assessment data in all three modalities to assess student needs throughout the Rtl process.

While maximizing educational options for families, the school minimized the 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, sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic in hallways and shared spaces. Careful consideration was given to students' emotional well-being 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. Given in the fall, winter, and spring to all students regardless of their modality, i-Ready measures our students' academic growth in mathematics and reading. Reports within the system allow us to see which students are on track to meet grade-level goals, exceed the expected growth pace, or not meet the growth targets. This crucial information forms the basis for the supports we provide to our students.</p> <p>In addition, teachers enacted personalized reading plans (Reading Improvement and Monitoring Plans-RIMP) for each student in grades K-3 to maximize student learning. These individualized plans included running records, HMH student benchmark assessments, intensive instruction in phonics and phonemic awareness, reading, mathematics, and multiple short cycle assessments. Prior promotion to the next grade level, students will receive a final diagnostic measurement in reading and mathematics to determine the need for summer instruction/tutoring in preparation for the coming academic year.</p>
	<p><b>Summer 2021</b> During the summer months of instruction, we will utilize the i-Ready comprehensive assessment system for students in grades K-8 who attend our summer school. Additionally, we will use HMH student benchmark assessments to determine student needs and areas for growth.</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 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>We will continue to monitor student learning needs and growth using the running records and the HMH benchmark assessments associated with the intensive instruction in phonics and phonemic awareness and reading. To best track student learning in mathematics, we will use HMH mathematics student learning to track growth and the need for further interventions. Additionally, Title I teachers will work with our students who exhibit continued deficits due to the pandemic.</p>
	<p><b>2022-2023</b> We will use student data from the previous year to guide appropriate academic interventions and needs. The use of Title I reading and mathematics interventions will be available to Grades K-3. Students' diagnostics assessments in i-Ready, HMH benchmark assessments, running records, and Ohio State testing will provide data to determine the next steps in individual student learning goals.</p>
	<b>Approaches to Support Impacted Students</b>
<p><b>Summer 2021</b> Students with deficits due to the pandemic that cannot be remediated during the spring of 2021 are welcome to attend our summer session, including tutoring in small groups targeting specific areas in reading and mathematics. These sessions provide intensive remediation for students who have not been successful with the RtI process or need additional support in a small and inclusive setting.</p>	
<p><b>2021-2022</b> Students with identified needs entering the school during the 2021-2022 school year will be given individual learning plans specifically targeting identified deficits. Specific interventions in reading and mathematics designed to remediate students using varied and multisensory programmed instructional activities will occur.</p>	
<p><b>2022-2023</b> Students will be assessed diagnostically prior to entering school for the 2022-2023 academic school year. These diagnostic assessments will consist of reading, comprehension, vocabulary, encoding, decoding, and authentic mathematics and problem-solving applications. We will utilize the diagnostics assessment results to create learning plans for students. Continued use of RIMPs for students with demonstrated deficits in reading. Continued use of the RtI process for struggling students and ESL,</p>	

	<p>Title I, and Special Education services. Students in grades 4-8 will be eligible for tutoring with our paraprofessionals, who work in consultation with our teachers to provide programmed instruction targeting areas of deficits. Our leadership team will monitor student growth and learning plan adjustments through weekly check-in meetings with teachers.</p>
<b>Professional Learning Needs</b>	<p><b>Spring 2021</b> During the spring of 2021, staff will receive professional development in the new instructional practices associated with our curriculum. This professional development will include the multiple diagnostic assessment features we will utilize to identify student learning deficits, the learning resources necessary for student remediation, and identifying students who may benefit from summer learning programs.</p>
	<p><b>Summer 2021</b> Staff will take home a self-study, which will be used in the fall when all new and returning staff will incorporate it into student learning levels in all disciplines. This self-study is Keys to Literacy-Keys to Content Writing, which focuses on content writing, effective writing instruction, basic text structures, writing scaffolds, and writing assessment guides across the disciplines.</p>
	<p><b>2021-2022</b> As a whole staff, we will focus on improving reading and writing in the content areas across all grade levels. Staff will receive professional development in writing, vocabulary, comprehension, and phonics, all presented in and across multiple disciplines. Teaching/grade-level teams will work together (and work with members of the ESL, Title I, and Special Education team) to plan instruction and teaching strategies that will best meet students' needs using data from last year. Our Specials team will meet to plan how to integrate more reading and writing opportunities into their courses. We will also hire additional staff members to help us meet the needs of our students. This will include Title I teachers in reading and math, an additional intervention specialist, and a school counselor.</p>
	<p><b>2022-2023</b> Professional development will organically evolve from the professional development practices, which began during the 2021-2022 school year. However, in 2022-2023 we will provide our staff with additional professional development opportunities within their content area to maximize student learning within the scope of the school's mission and vision and the students' immediate needs.</p>
<b>Partnerships</b>	<p><b>Spring 2021</b> We partnered with Brightside Academy, an early learning facility, which provides our students with before and aftercare services that include academic support. Our teachers cooperate with Brightside Academy staff to ensure their academic support is targeted and effective.</p>
	<p><b>Summer 2021</b> With the easing of restrictions related to COVID-19, we are currently searching for tutors and teachers interested in providing our students with academic tutoring/teaching and other needed supports. We are working with College of Education and Human Ecology at the Ohio State University and Columbus State Community College to recruit college students to work with our students during the summer school providing individualized and targeted academic support in addition to whole class instruction they will be receiving.</p>
	<p><b>2021-2022</b> We will work with our community connections to procure partnerships with organizations across the west-side of Columbus to provide reciprocal services, i.e., retired teachers looking to tutor or read to students on a part-time basis.</p>
	<p><b>2022-2023</b> The school will develop academically oriented community projects in coordination with our community partners for our students to create authentic learning experiences, and consequently, improve their overall academic performance, attitude towards learning and school. Examples of such projects are including but not limited to community garden, web site and social media support for community-based small businesses, job shadowing, and career showcases.</p>
<b>Alignment</b>	<p><b>Spring 2021</b> The activities that we will use to identify and serve our impacted students are directly aligned to our school's learning plans including the RIMP's (Reading Improvement Monitoring Plan) in grades K-3, our Literacy Plan, and our remote learning plan.</p>
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	<p>school's learning plans including the RIMP's (Reading Improvement Monitoring Plan) in grades K-3, our Literacy Plan, and our remote learning plan.</p> <p><b>2021-2022</b> The activities that we will use to identify and serve our impacted students are directly aligned to our school's learning plans including the RIMP's (Reading Improvement Monitoring Plan) in grades K-3 and our Literacy Plan.</p> <p><b>2022-2023</b> During the 2022-2023 school year we will assess the strategies we used the year prior and adjust accordingly to meet any goals as articulated in our RIMPs, Literacy Plan or other state or sponsored documents.</p>
<b>Resources and Budget</b>	<p>We will hire additional members of staff in the form of Title I reading and mathematics teachers to provide additional interventions and supports to our at-risk students. Additionally, we will hire another intervention specialist to assist with our special learners as our population of students with special needs continues to grow. We will also purchase additional supplemental curricular materials to assist us in our efforts.</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. \$190,000</p>

## Approaches to Identify and Address Students' Social & Emotional Needs

<b>Identifying Impacted Students</b>	<p><b>Spring 2021</b> Each homeroom teacher has a daily morning meeting with their students. During these meetings, homeroom teachers identify students with high-risk of social-emotional status and inform the admin team, which consists of principal, intervention specialist, and assistant principal. The team then meet with those students to further assess their needs and determine the type of assistance needed with their high-risk emotional status. The admin team also tracks students with high-risk emotional status to assess the level of support needed. Based on their assessment, students are referred to NYAP counselors, the school psychologist, or outside help is recommended to the parents.</p> <p>Additionally, staff meets regularly with building administration to discuss student welfare and needs, both academic and social/emotional. Students with identified needs are referred to NYAP for general intake and counseling. Staff and administration provide individual counseling where social-emotional needs are identified, and behavioral interventions are planned as a team.</p> <p>When a student is identified, all members of the school community work to assist the student by providing supports such as check-ins with a trusted staff member; Regular conversations and communications with family ensure they are included in the life of their child while at school and seek their unique perspectives in developing plans for their child.</p>
	<p><b>Summer 2021</b> During the summer months, student wellness-checks will be scheduled with those families whose students exhibited real social/emotional issues during the school year. The wellness-checks will</p>

	<p>include a phone call, email, or home visit to assist the student and family as needed. NYAP will also be available this summer to provide multiple and varied supports to our students and families Staff will begin to read "The SEL Solution." We will use this to assist students in the fall.</p> <p><b>2021-2022</b> During this academic school year, we will establish PBIS committees and begin to implement the new SWIS (School-wide Improvement System), which will allow us to track student behaviors and needs in real-time and provide purposeful interventions to better support all our students. Additionally, the school will hire a full-time counselor who will use tools such as Panorama student wellness surveys, PBISrewards.com, and Go Guardian to identify students with high-risk social-emotional needs. The counselor will also establish a self-referral process with students. The Panorama survey will help us understand students' positive feelings, negative feelings, and the social support that students receive from and provide to others. PBISrewards.com creates a history of social-emotional status of our students. Go Guardian tracks students' activities on their Chrome Books and provides us with useful data in identification of social-emotional issues our students may be dealing with.</p> <p><b>2022-2023</b> During the 2022-2023 school year, a new committee will be developed entitled the Student Social-Emotional Learning Team. This committee will be an off shoot of the PBIS committee and focus on our students' specific SEL needs. Greater attention will be placed upon our students' resources and professional development for our staff to ensure the learning community supports our struggling students.</p>
<p><b>Approaches for Impacted Students</b></p>	<p><b>Spring 2021</b> Students continue to receive social and emotional supports through our NYAP healthcare provider. Staff and administration work in conjunction with our NYAP provider to discuss students' needs and provide supports and interventions. When a student is identified, all members of the school community work to assist the student by providing supports such as check-ins with a trusted staff member; rip-cord, which allows a student to temporarily leave an uncomfortable or anxiety provoking situation to calm themselves and reflect upon the situation and come back with a staff member to discuss potential solutions and supports needed to reassure the student and allow them to return to the learning environment with dignity and safety. Regular conversations and communications with family ensure they are included in the life of their child while at school and seek their unique perspectives in developing plans for their child.</p> <p>Staff meets regularly with building administration to discuss student welfare and needs, both academic and social/emotional. Students with identified needs are referred to NYAP for general intake and counseling. Staff and administration provide individual counseling where social-emotional needs are identified, and behavioral interventions are planned as a team.</p> <p>The staff and administration work in committees dedicated to addressing the students' social-emotional learning goals. The first of these committees is the PBIS committee, which meets monthly to address the students' behavioral needs. Positive, building-wide interventions are designed to address specific behavioral needs at each development level. This committee incorporated the Responsive Classroom model to provide explicit modeling and instruction of expected behaviors while in school. Another committee, the Intervention Assistance Team, works to identify valid academic concerns, impacting the student emotionally or socially.</p> <p><b>Summer 2021</b> During the summer months, students will have access to NYAP healthcare services in counseling and therapy. Students will be able to continue their treatment without changing providers. Families and community members can also refer students for these services during the summer holiday.</p> <p><b>2021-2022</b> NYAP will return during the 2021-2022 academic school year. Our healthcare providers will continue to provide quality care to our students. Additionally, we will be hiring a school counselor who will be available to provide social-emotional learning in all classrooms as part of the curriculum. This individual will also work in conjunction with staff, administration, and NYAP to ensure student's needs are being addressed.</p> <p>Beginning this year, the school will begin implementing and SEL program designed to integrate social-emotional learning into the curriculum. The staff will acquaint themselves with the practices,</p>

	<p>which will be integrated over the course of the coming year based upon readings completed during the summer months.</p> <p>During the 2021-2022 academic school year, we will integrate the Touchstone Core Values of our school into our learning community. A Climate Improvement Team will be recruited and will meet to collect student behavioral data. (This team will be a separate entity from the Student Social-Emotional Learning team and will serve as a means of gauging the overall culture of our school.) A parent survey will be sent home in the early fall. These data will be analyzed. Late fall we will begin the touchstone process with staff. In early winter, staff will begin teaching SEL in their classes. In spring will we meet as a school to unveil the touchstone, administer a spring survey, and begin planning for Year 2.</p> <p><b>2022-2023</b> With the addition of the Student Social-Emotional Learning Team, greater attention will be placed upon resources for our students and professional development for our staff to ensure the learning community supports our struggling students. This will include resources available to our families and members of the community.</p>
<b>Professional Learning Needs</b>	<p><b>Spring 2021</b> During the spring, staff received School Crisis Prevention and Intervention training, which was designed to provide our staff with the skills necessary in assisting our students who are struggling socially and emotionally. This training provided staff with the ability to identify students who are struggling and provide supports to students who challenge with their behaviors based upon their internal struggle.</p> <p><b>Summer 2021</b> During the summer, additional professional development will be provided around how to use Panorama, Go Guardian, and PBISrewards.com. They will also be trained on the new SWIS (School-wide Improvement System). The summer professional development opportunities will also include how to identify and support emotional needs of their students, how to create a classroom community where students feel physically and emotionally safe and thrive.</p> <p><b>2021-2022</b> During the course of the 2021-2022 academic school year, we will integrate the Touchstone Core Values of our school into our learning community. Teachers and staff will need professional development on this program.</p> <p><b>2022-2023</b> The school counselor will provide further SEL training for teachers. This school year, families will begin to partner with the school to learn how SEL works at Central Point Preparatory Academy and become a role model who supports SEL at home.</p>
<b>Partnerships</b>	<p><b>Spring 2021</b> During the 2020-2021 school year, we partnered with the National Youth Advocate Program (NYAP). The trained mental health providers and therapists at NYAP provided our students with counseling and group therapy sessions throughout the school year.</p> <p><b>Summer 2021</b> NYAP will be providing services to our families this summer via locations around Central Columbus. This will ensure students have access to emotional and psychological services throughout the summer months.</p> <p><b>2021-2022</b> Beginning in the fall of 2021, Central Point Preparatory Academy will partner with Nationwide Children's Hospital Central for Healthy Weight and Nutrition. We will have Dr. Ihuoma Eneli, MD (Director of the center), and her staff come to our school to discuss healthy eating and the importance of physical activity and exercise for our students. They will make regular visits to work with our students discussing nutrition, exercise, mental health, and the importance of sleep for a healthy body.</p> <p>NYAP will return during the 2021-2022 academic school year. Our healthcare providers will continue to provide quality care to our students. Additionally, we will be hiring a school counselor who will be available to provide social-emotional learning in all classrooms as part of the curriculum. This individual will also work in conjunction with staff, administration, and NYAP to ensure student's needs are being addressed.</p>

	<p><b>2022-2023</b>  During the 2022-2023 academic school year, our goal is to begin to offer family counseling services to assist our parents and families and provide psychological support. We would also like to start working to provide a clothing and food pantry for our community members. Students would work to assist by giving back to their community through community service.</p>
<b>Alignment</b>	<p><b>Spring 2021</b>  The identification and supports to address the social-emotional needs of our students are directly aligned with our building's Wellness Plan.</p>
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	<p><b>2022-2023</b>  The identification and supports to address the social-emotional needs of our students are directly aligned with our building's Wellness Plan. We anticipate that after a year of implementing these supports, we will adjust them to best meet the students' needs.</p>
<b>Resources and Budget</b>	<p>We will invest in a school counselor and adopt the SEL curriculum from the SEL Solution. Monies and time will be spent on family visits and interventions to support our students.</p> <p>Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$125,000</p>