



Learning Recovery and Extended Learning Plan

District Name:	Kenmore Preparatory Academy dba Toledo Preparatory Academy
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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, Toledo 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

Students come to the school building every Tuesday and Wednesday. During that time, they work with a title teacher, in small groups. 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 occurs with the family regarding the child's academic progress and their social emotional well-being. On days that the students are not in the building, they are working virtually through Canvas. 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, hotspots 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 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	<p>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.</p> <p>In addition to the i-Ready assessments, we utilize short-cycle assessments, administered on a bi-weekly basis, to assess student growth with regard to state standards. That data is used to identify deficiencies and gaps in the standards.</p> <p>The results of the fall administration of the third grade AIR test were used to identify students that were not on-track to meet the promotion score or to reach proficiency.</p> <p>Mock assessments, designed to mirror the state tests, were administered three times, fall, winter, and spring, to all students in grades 2-8 to determine their ability levels on the state standards.</p> <p>Teachers take the data from the assessments and utilize that, as well as class running records, to create small groups within the classroom that allow for targeted interventions.</p>
	<p>Summer 2021 Students will be assessed, using i-Ready diagnostics, at the end of the summer school period in order to measure their growth during summer school.</p> <p>We will also use previously released state test materials to determine growth for summer school participants.</p>
	<p>2021-2022 We will continue to use the i-Ready comprehensive assessment system for our students in grades K-12. 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>Short cycle assessments will continue to be administered bi-weekly throughout the 2021-22 school year. Data from these assessments will be used to identify student learning needs and small group interventions will be determined based on these assessment results and incorporated in the classroom.</p> <p>The mock assessments that will be administered will be used as an additional data point and compared to the results of the other diagnostics and internally developed assessments to provide additional information regarding student needs.</p> <p>The school purchased Accelerated Reader in the 2020-21 school year and will be using it going forward to track students' fluency, comprehension and vocabulary.</p>
	<p>2022-2023 We will continue with the strategies used in the prior year and make adjustments as necessary.</p>
Approaches to Support Impacted Students	<p>Spring 2021 All students take part in a daily success hour. The success hour groups are based on the data from the short cycle assessments, i-Ready assessments and mock assessments. Students are given targeted interventions during this time according to their ability levels and learning needs with both reading and math. Groups are adjusted based on short-cycle assessment results.</p> <p>RtI groups are developed based on specific state standards identified by the classroom teachers' running records. Students receive interventions based on their needs a minimum of three days per</p>

	<p>week. They are then re-evaluated and either moved to another group or they continue working on the previously identified state standard or move to the next tier for more targeted interventions.</p> <p>Summer 2021 Summer school will be available to struggling students in all grades, K-8. The program will be four days per week throughout the month of June and will focus on math and reading.</p> <p>We are also planning a kindergarten boot camp which will allow incoming kindergarten students the opportunity to attend a two-week program where they will work on becoming familiar with the school, class routines, and expectations. They will also be assessed on their sight words, number and letter recognition and first and last name recognition.</p> <p>2021-2022 Students will be given their first i-Ready diagnostic within the first two weeks of school. Based on the results, students will be placed in small groups. All students will receive interventions during success hour, and those with the most need will receive after school tutoring two days per week beginning in September.</p> <p>All students will work on i-Ready in both math and reading for at least 45 minutes each week. Those with larger learning gaps will have additional time working on i-Ready in small group with the title teachers and instructional aides.</p> <p>Students will utilize the Accelerated Reader program daily for independent reading. After finishing each book, the student will complete an assessment to measure comprehension.</p> <p>2022-2023 We will continue with the strategies used in the prior year and make adjustments as necessary.</p>
<p>Professional Learning Needs</p>	<p>Spring 2021 During our spring professional development, we focused on trauma informed care, engaging remote learners, and RtI.</p> <p>Summer 2021 We plan to hold professional development sessions on the following topics:</p> <ul style="list-style-type: none"> ● RtI – How to implement targeted intervention strategies within the classroom. ● Special Education – The role of the general education teacher with regard to implementing modifications and accommodations within the classroom as well as the intervention specialist’s role within the classroom. ● Accelerated Reader – How to read the STAR report, how to identify Lexile range and use resources/access the books online. ● Short-Cycle Assessments – How to create, administer and utilize results. <p>In addition, Houghton Mifflin Harcourt will be conducting sessions on how to effectively use intervention resources provided within their curriculum resources.</p> <p>2021-2022 Professional development opportunities throughout the year will be based on staff needs and requests as well as student needs.</p> <p>2022-2023 Future professional development opportunities will be based on staff and student needs.</p>
<p>Partnerships</p>	<p>Spring 2021 Our two counseling partners, A Better Life 2 Embrace and A Step Beyond, provide tutoring for their students.</p> <p>Summer 2021 We will encourage our partners to continue to provide tutoring to their students.</p> <p>2021-2022 We will continue to use our partners to provide tutoring throughout the school year. In addition, we will look for volunteers to read to our students and seek out business partners to provide resources and support.</p> <p>2022-2023</p>

	We will continue with the strategies used in the prior year and make adjustments as necessary.
Alignment	<p>Spring 2021 Wellness and Success – By meeting students’ social and emotional needs, they are able to perform better academically. Action steps include partnering with counselors to provide emotional and academic support. School Improvement Plan – Action steps in our SIP include small group instruction, tiered interventions, and the use of intervention resources supplied by the language arts curriculum that are aligned to state standards as well as other evidence-based resources. Literacy Plan – The literacy plan requires the use of short-cycle assessments to progress monitor and ability group</p>
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	<p>2022-23 We will continue with the strategies used in the prior year and make adjustments as necessary.</p>
Resources and Budget	<p>Professional development, i-Ready, evidence-based intervention materials, counselors.</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. \$75,000</p>

Approaches to Identify and Address Students’ Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021 Teachers and staff develop relationships with students and their families in order to identify those who may be struggling with social and emotional concerns. In the classroom, teachers look for warning signs such as anxiety, lack of attention, and behavioral changes. Virtual teachers communicate with students and families on at least a weekly basis and bring any concerns to administration. Once a student has been identified as being at risk, a referral is made to one of our partner agencies.</p>
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	<p>Summer 2021 Administration will continue to reach out to our families throughout the summer to offer assistance and support. In addition, any students who are working with our community partners will continue to be seen throughout the summer.</p> <p>2021-2022 A student wellness committee will be established to identify students who may be in need of meals, clothing, or other resources. An attendance committee will be used to identify students who are not attending class regularly. Committee members will reach out to excessively truant or absent students in an effort to provide support and other resources that may help.</p> <p>2022-2023 We will continue with the committees used in the prior year and make adjustments as necessary.</p>
<p>Approaches for Impacted Students</p>	<p>Spring 2021 Students identified with behaviors in the classroom that are negatively impacting their learning are referred through the RtI process and provided with targeted interventions to address the behaviors and any needs the students may have.</p> <p>To meet the needs of our virtual learners, we have held informational meetings and training sessions to help them to be successful. Each Friday, virtual teachers reach out to their students to provide support as well.</p> <p>Students may also be referred to one of our counseling partners. Once they are clients, the counseling partners work with the students on social and emotional needs, coping strategies at home and in the classroom, academic support and behavioral interventions.</p> <p>This year we partnered with a local organization to provide coats and hats to our students in need.</p> <p>Summer 2021 School staff members will reach out to families and complete home visits for those students identified as being at risk. Those students who are working with one of our counseling partners will receive continued support throughout the summer.</p> <p>2021-2022 We will continue to utilize RtI to address behaviors and provide targeted interventions and our counseling partner will be providing whole group sessions that will focus on coping strategies, conflict resolution, and social interactions.</p> <p>We will implement home visits during the school year to ensure our students are</p> <p>2022-23 We will continue with the strategies used in the prior year and make adjustments as necessary.</p>
<p>Professional Learning Needs</p>	<p>Spring 2021 Engaging virtual learners</p> <p>Summer 2021 Trauma informed care Multi-tiered behavior intervention strategies Establishing and fostering a school-wide system that supports social and emotional learning Best practices for embedding social and emotional learning in the classroom Transitioning from virtual learning to in-person learning</p> <p>2021-2022 Sustaining trauma-informed schools</p> <p>2022-23 We will continue with the strategies used in the prior year and make adjustments as necessary.</p>
<p>Partnerships</p>	<p>Spring 2021 A Step Beyond A Better Life 2 Embrace</p> <p>Summer 2021 A Step Beyond</p>

	A Better Life 2 Embrace
	2021-2022 A Step Beyond
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Alignment	<p>Spring 2021 Our School Improvement Plan seeks to increase appropriate behavior by creating a positive school environment with family engagement and counseling services for our students and families.</p> <p>The school's Student Wellness and Success Plan seeks to create a safe learning environment that promotes a positive change for families and focuses on social-emotional wellness in an effort to increase their quality of life and provide opportunities to be successful academically.</p> <p>Summer 2021 Our School Improvement Plan seeks to increase appropriate behavior by creating a positive school environment with family engagement and counseling services for our students and families.</p> <p>The school's Student Wellness and Success Plan seeks to create a safe learning environment that promotes a positive change for families and focuses on social-emotional wellness in an effort to increase their quality of life and provide opportunities to be successful academically.</p> <p>2021-2022 Our School Improvement Plan seeks to increase appropriate behavior by creating a positive school environment with family engagement and counseling services for our students and families.</p> <p>The school's Student Wellness and Success Plan seeks to create a safe learning environment that promotes a positive change for families and focuses on social-emotional wellness in an effort to increase their quality of life and provide opportunities to be successful academically.</p> <p>2022-23 We will continue with the strategies used in the prior year and make adjustments as necessary.</p>
Resources and Budget	<p>Contract with community partners. Potentially adding a guidance counselor to the staff as well as a school nurse.</p> <p>Budget: The Academy will use Student Wellness to contract a position to support student mental health. \$50,000</p>