



Learning Recovery and Extended Learning Plan

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| District Name: | Case Preparatory Academy |
| District Address: | 107 S. Arlington Akron, OH 44306 |
| District Contact: | Dr. Rodney Bly |
| District IRN: | 019221 |

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, Case 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: Blended

Students come to the school building on two specified days per week, Monday and Tuesday. 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

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| Identifying Impacted Students | <p>Spring 2021</p> <p>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 and practice, Case Preparatory Academy used the following to monitor scholar progress.</p> <ul style="list-style-type: none"> ● Heggerty's Early Literacy Screeners in grades K-3 ● Running Records in grades K-8 ● Star Reading (grades 3-8) and Star Early Literacy Assessments (grades K-2) ● Short Cycle Assessments in Reading and Math for grades 2-8 and Science grades 5 & 8 ● Third Grade Reading Guarantee data ● Rtl process |
| | <p>Summer 2021</p> <p>For summer 2021 the i-Ready comprehensive assessment system will continue to be used to measure student's growth during our summer school program.</p> |
| | <p>2021-2022</p> <p>We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. For students enrolled at the school last year, we will have two years' worth of data to continue to identify students' learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed. In addition to the i-Ready assessments and practice, Case Preparatory Academy will continue to use the following to monitor scholar progress.</p> <ul style="list-style-type: none"> ● Heggerty's Early Literacy Screeners in grades K-3 ● Running Records in grades K-8 ● Star Reading (grades 3-8) and Star Early Literacy Assessments (grades K-2) ● Short Cycle Assessments in Reading and Math for grades 2-8 and Science grades 5 & 8 ● Third Grade Reading Guarantee data ● Rtl process |
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| Approaches to | Spring 2021 |

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| Support Impacted Students | <p>Currently Case Preparatory Academy is using the Rtl process, small group instruction within the classroom, individual and small group pull-out and after-school tutoring to provide intervention to impacted scholars. All scholars use i-Ready personalized instruction and IXL for independent level practice in math and reading. Accelerated Reader and MyOn virtual library are also used for independent reading, comprehension, and vocabulary practice.</p> |
| | <p>Summer 2021 Case's Summer School plan is for the impacted scholars in grades K-8 to have the opportunity to be prepared for the 2021- 2022 school year. Third grade scholars that do not pass the TGRG will be required to attend and participate in summer school. Middle school virtual scholars that did not show adequate performance in reading and math will be required to attend and participate in summer school. We would also like to have staff PD on our SEL curriculum Caring Communities.</p> |
| | <p>2021-2022 Case Preparatory Academy will continue use the Rtl process, small group instruction within the classroom, individual and small group pull-out and after-school tutoring to provide intervention to impacted scholars. All scholars will use i-Ready personalized instruction and IXL for independent level practice in math and reading. Accelerated Reader and the MyOn virtual library will also be used for independent reading, comprehension and vocabulary practice. In addition to this, Case will implement a minimum 45-minute intervention block into each school day where scholars will be grouped based on mastery within grade-level bands (K-2, 3-5 and 6-8). We would also like to have staff PD on our SEL curriculum Caring Communities.</p> |
| | <p>2022-2023 Case Preparatory Academy will continue to use the Rtl process, small group instruction within the classroom, individual and small group pull-out, and after-school tutoring to provide intervention to impacted scholars. All scholars will use i-Ready personalized instruction and IXL for independent level practice in math and reading. Accelerated Reader and the MyOn virtual library will also be used for independent reading, comprehension, and vocabulary practice. In addition to this, Case will implement a minimum 45-minute intervention block into each school day where scholars will be grouped based on mastery within grade-level bands (K-2, 3-5 and 6-8).</p> |
| Professional Learning Needs | <p>Spring 2021 Our professional development plan for the remainder of the school year will focus on interpreting data and designing instruction based on the data. Reinforcement of the expectation of small group instruction based on the individual abilities of the scholar. As well the implementation of the intervention block.</p> |
| | <p>Summer 2021 Case's professional development plan will focus on data informed instruction, formative assessments, and data conversations with scholars. We will focus on interpreting data and designing instruction based on the data. Reinforcement of the expectation of small group instruction based on the individual abilities of the scholar. As well the implementation of the new building wide intervention block.</p> |
| | <p>2021-2022 Case's professional development plan will focus on data informed instruction, formative assessments, and data conversations with scholars. We will focus on interpreting data and designing instruction based on the data. Reinforcement of the expectation of small group instruction based on the individual abilities of the scholar. As well the implementation of the new building wide intervention block.</p> |
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| Partnerships | <p>Spring 2021 At this point we do not have any community partnerships that support academics. Case has staffed a community and family liaison. It is through this position that we intend to find a community partner to support Case students.</p> |
| | <p>Summer 2021 We are hopeful that this new potential partnership will allow us to better support our scholars, families and community as a whole.</p> |
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| Alignment | <p>Spring 2021 This plan is aligned to our Reading Improvement Plan, Literacy Plan and the emotional needs of our scholars. Due to the deficiency our scholars have accumulated because of the pandemic, the plans are aligned to bring our scholars up to speed both socially and academically.</p> |
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| Resources and Budget | <p>In order to make this plan a reality, Case will need additional staff to provide small group instruction, individual and small group pull out and other interventions effectively.</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. \$200,000.</p> |

Approaches to Identify and Address Students' Social & Emotional Needs

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| Identifying Impacted Students | <p>Spring 2021 We identify our impacted students by observing and paying attention to behavioral patterns, for example sleeping in class, frequent absences, outbursts, aggressive behavior, difficulties relating to peers, defiance of authority, etc.</p> |
| | <p>Summer 2021 We identify our impacted students by observing and paying attention to behavioral patterns, for example sleeping in class, frequent absences, outbursts, aggressive behavior, difficulties relating to peers, defiance of authority, etc. Summer professional development will provide teachers and staff with training on recognizing and responding to the social and emotional needs of our scholars and families.</p> |
| | <p>2021-2022 Case will provide professional development opportunities for the teachers and staff on recognizing and responding to the social and emotional needs of our scholars and families.</p> |
| | <p>2022-2023 Case will provide professional development opportunities for the teachers and staff on recognizing and responding to the social and emotional needs of our scholars and families.</p> |
| Approaches for Impacted Students | <p>Spring 2021 When there is concern about our scholars' social and emotional wellbeing our teachers and staff have communicated with families through phone calls, text messages, virtual meetings, and home visits. Our virtual teachers have reached out via email and recorded video messages. The building Behavior Intervention Specialist will evaluate scholar behaviors and provide appropriate support to teachers, staff and scholars. Teachers and staff are able to refer scholars to Peter James or Red Oak, our two mental health partners, if the staff believes counseling will be beneficial.</p> |
| | <p>Summer 2021 If there is concern about our scholars' social and emotional wellbeing our teachers and staff will communicate with families through phone calls, text messages, virtual meetings, and home visits. Our virtual teachers have reached out via email and recorded video messages. The building Behavior Specialist will evaluate scholar behaviors and provide appropriate support to teachers, staff and scholars. Teachers and staff are able to refer scholars to Peter James or Red Oak, our two mental health providers, if the staff believes counseling will be beneficial.</p> |
| | <p>2021-2022 If there is concern about our scholars' social and emotional wellbeing our teachers and staff will communicate with families through phone calls, text messages, virtual meetings, and home visits. Our virtual teachers have reached out via email and recorded video messages. The building Behavior Specialist will evaluate scholar behaviors and provide appropriate support to teachers, staff and scholars. Teachers and staff are able to refer scholars to Peter James or Red Oak, our two mental health providers, if the staff believes counseling will be beneficial. Case plans to create an MTSS committee to discuss and address concerns of our scholars social and emotional needs.</p> |

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| | <p>2022-2023 If there is concern about our scholars' social and emotional wellbeing our teachers and staff will communicate with families through phone calls, text messages, virtual (zoom) meetings, and home visits. Our virtual teachers have reached out via email and recorded video messages. The building Behavior Specialist will evaluate scholar behaviors and provide appropriate support to teachers, staff and scholars. Teachers and staff are able to refer scholars to Peter James or Red Oak, our two mental health providers, if the staff believes counseling will be beneficial. Case will build the MTSS committee and the responses to concerns of social and emotional needs.</p> |
| Professional Learning Needs | <p>Spring 2021 Re-energize the staff, revisit classroom instructional expectations, and implement PBIS are priorities. Our Wednesday after school PD time will be focused on getting reacquainted with expectations and implementing PBIS.</p> |
| | <p>Summer 2021 – Build the capacity building and teacher leaders to implement adult learning and meeting protocols to support effective facilitation of both MTSS and Instructional leadership.</p> |
| | <p>2021-2022 – Build teacher capacity to use standards-aligned formative assessment data to make targeted instructional shifts.</p> |
| | <p>2022-2023 – Build teacher capacity to use standards-aligned formative assessment data to make targeted instructional shifts.</p> |
| Partnerships | <p>Spring 2021 – Established in fall 2020, Case began a partnership with Peter James Development, a behavioral health organization. Red Oak of Akron, our backup behavioral health organization, also services our students.</p> |
| | <p>Summer 2021 – Until we add on a mental health counselor to staff, the Behavioral Intervention specialist will serve as the partnership liaison. Case will continue partnering with Peter James Development and Red Oak</p> |
| | <p>2021-2022 – Until we add on a mental health counselor to staff, the Behavioral Intervention specialist will serve as the partnership liaison. Case will continue partnering with Peter James Development and Red Oak</p> |
| | <p>2022-2023 – Until we add on a mental health counselor to staff, the Behavioral Intervention specialist will serve as the partnership liaison. Case will continue partnering with Peter James Development and Red Oak</p> |
| Alignment | <p>Spring 2021 This plan recognizes and addresses the emotional needs of our scholars. Due to the deficiency our scholars have accumulated because of the pandemic, we are aligned to bring our scholars up to speed both socially and emotionally.</p> |
| | <p>Summer 2021</p> |

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| | <p>2022-2023 This plan recognizes and addresses the emotional needs of our scholars. Due to the deficiency our scholars have accumulated because of the pandemic, we are aligned to bring our scholars up to speed both socially and emotionally.</p> |
| <p>Resources and Budget</p> | <p>Case would like the addition of a full-time licensed mental health professional, counselor, or social worker to provide services to our scholars and families and work with our partner organizations.</p> <p>Budget: The Academy will use both ESSER II and Student Wellness to hire a position to support student mental health. \$125,000</p> |