



Learning Recovery and Extended Learning Plan

District Name:	West Park Academy
District Address:	12913 Bennington Ave., Cleveland, OH 44135
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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, West Park 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 on two or three specified days per week. 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. When students were home on the other days of the week, they would log in to live sessions with their teachers and complete offline and asynchronous work. 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 guidelines. 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 Rtl process.

While maximizing educational options for families, the school minimized risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health officials. Mitigation efforts included facial coverings, health monitoring, cleaning, and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration was given to the emotional well-being of students as we worked to provide an equitable and safe learning environment for all students, regardless of their modality.

Identifying and Meeting Students' Academic Needs

Identifying Impacted Students

Spring 2021

For the 2020-2021 school year, we utilized the i-Ready comprehensive assessment system for our students in grades K-8. This online assessment, given in the fall, winter and spring to all students, regardless of their modality, allows us to measure the academic growth of our students in both mathematics and reading. Reports within the system allow us to see which students are on track for meeting grade level goals, which ones are exceeding the expected pace for growth and which ones are not meeting the growth targets. This crucial information forms the basis for the support we provide students.

In addition to i-Ready, West park Academy utilized the following assessments, which provided valuable information for teachers.

- Heggerty's screener (3x per year, K-2)
- Running Records (quarterly, K-4)
- Short Cycle Assessments (bi-monthly, 2-8)
- Fall 3rd Grade AIR results
- Reading and Phonics Inventories (pre-identifiers for Tier II programming, 4-8)
- iRead placement screener (K-2, and discretionary situation in grades 3-5)
- Quarterly Mock AIR Assessments (2-8, reading, math, and science)
- Exit tickets (daily, K-8)

Information from these assessments were used in a few ways. First, the assessments provided teachers with data that would support the creation of lesson plans aligned to our pacing guides. The lessons would become differentiated from this data, allowing teachers to adequately provide small group and leveled instruction. Second, the data was used to measure student growth and learning over both short and long-term periods of time. With growth data, teachers and instructional leaders were able to generate lessons and learning paths for students that address student learning gaps and deficits. Third, the data from these assessments were valuable to teachers and the Response to Intervention team. Students in the RTI process are in six-week cycles of intervention and accommodations. The data provided updates and evidence of their growth and overall learning, and for some, determined if continuation in the RTI program was required or if evaluating for special services was more appropriate. By the end of the Spring 2021, final determinations for summer school will be made using the full body of data from these assessment tools.

Summer 2021

At the conclusion of West Park Academy's Summer School 2021 program, scholars will be assessed with the iReady math and reading comprehension benchmark assessments. Data will be compared to their end of year (Spring 2021) iReady assessment data to determine growth and identify which students will need support during the 2021-2022 school year.

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.

In addition to the i-Ready comprehensive assessments, all other assessments that have been used (and indicated in the Spring 2021 table) will continue to be administered to collect on-going student growth data. The data will continue to provide teachers and the instructional leadership teams with valuable information for learning path development, on-going gap closing and re-teaching plans, tutoring and extended learning options, and RTI monitoring.

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 previously, we will have up to three years' worth of data to continue to identify students' learning needs and put structures and programs in place to support those

	<p>academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.</p> <p>In addition to the i-Ready comprehensive assessments, all other assessments that have been used (and indicated in the Spring 2021 table) will continue to be administered to collect on-going student growth data. The data will continue to provide teachers and the instructional leadership teams with valuable information for learning path development, on-going gap closing and re-teaching plans, tutoring and extended learning options, and RTI monitoring.</p>
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021 To support impacted students, West Park Academy has created an after school tutoring program. Students in grades 3-8 attend twice per week for additional support and instruction in reading and math. Small group instruction, Guided Reading, and Tier II instructional programs are utilized daily by students and teachers. Title I instructors, Instructional leaders, and aides provide the small group, targeted instruction in reading for students identified as below grade level according to iReady diagnostics. The on-going RTI process is monitored through these small groups and individualized goals.</p>
	<p>Summer 2021 Students most at-risk of falling farther behind and those who are determined to be 2+ years below grade level according to the Spring i-Ready assessment will be encouraged to enroll in West Park Academy's summer school program. A blend of direct instruction centered on specific gap closing content and individualized programming will be provided to each student. Spring 2021 i-Ready assessments will be used as the baseline for determining both the direct instruction and individualized programming.</p>
	<p>2021-2022 West Park Academy is using additional funding to increase the instructional and leadership staff in the school. Additional Title I intervention/Reading specialists and an additional Director of Academics will be brought on staff to increase intervention for impacted students.</p> <p>In addition to increased instructional staff, Tier II programming will be implemented in each grade-appropriate classroom to provide leveled and individualized intervention support. After school tutoring will be offered and provided for students most in need, targeting reading and math instruction using the same approaches identified for summer school.</p> <p>Each instructional staff member will receive instructional coaching throughout the school year, focusing on high yield instructional and gap closing practices. Each scholar's academic achievement will be tracked and monitored to ensure that their instructional plan is accurately meeting their needs. Grade levels will each have literacy benchmark goals that all scholars will be expected to meet through the rigorous instruction and intervention approaches.</p>
	<p>2022-2023 West Park Academy will continue to employ additional instructional and leadership staff in the school. In addition to increased instructional staff, Tier II programming will be implemented in each grade-appropriate classroom to provide leveled and individualized intervention support. After school tutoring will be offered and provided for students most in need, targeting reading and math instruction using the same approaches identified for summer school.</p> <p>Each instructional staff member will receive instructional coaching throughout the school year, focusing on high yield instructional and gap closing practices. Each scholar's academic achievement will be tracked and monitored to ensure that their instructional plan is accurately meeting their needs. Grade levels will each have literacy benchmark goals that all scholars will be expected to meet through the rigorous instruction and intervention approaches.</p>
<p>Professional Learning Needs</p>	<p>Spring 2021 During the spring of 2021, instructional and intervention aides were trained in Guided Reading on two occasions to support scholars and teachers. All staff were leveraged in providing instruction or intervention in some way to help reduce potential learning gaps.</p>
	<p>Summer 2021 Professional learning over the summer will include inviting literacy teachers to Guided Reading, Ready Reading (current curriculum), and Foundations training. This will support pre-service training prior to the start of the school year.</p>

	<p>2021-2022 Professional learning during the 2021-22 school year will include a continuation of training and monitoring of Guided Reading, flexible grouping, reading instructional practices, tracking and monitoring student growth, and analysis of achievement through the various assessments listed above. Instructors will receive weekly coaching sessions and walkthrough feedback from instructional leadership.</p> <p>2022-2023 With future opportunities to pivot into acute instructional needs, 2022-23 will continue to focus on literacy instruction, high-yield instructional practices, data analysis of student achievement and growth, and curriculum implementation based on student needs. All professional learning provided will emphasize best practices for gap closing.</p>
<p>Partnerships</p>	<p>Spring 2021 Current and spring 2021 partnerships that are having an impact on student achievement include working with internal programs that require high student achievement in order to be involved. West Park Academy offers a dance and STEM program, in addition to a 2-night/week after school tutoring program.</p>
	<p>Summer 2021 Summer 2021 partnerships will continue to be internal. Summer School, as described above, will take place during the months of June and July. External partnerships with the Bellaire-Puritas Development Corporation and local churches are in discussions. Both groups will be leveraged to supply summer engagement activities.</p>
	<p>2021-2022 Programs described in the Spring 2021 table will continue. Additional partnerships with the Bellaire-Puritas Development Corporation, the Home Depot, and local churches will provide our scholars with additional support through programming generated to improve literacy and math achievement. West Park will also continue to partner with local group PSI for ESL services. West Park has a large ESL population that requires additional language and academic support.</p>
	<p>2022-2023 Programs described in the Spring 2021 table will continue. Additional partnerships with the Bellaire-Puritas Development Corporation, the Home Depot, and local churches will provide our scholars with additional support through programming generated to improve literacy and math achievement. West Park will also continue to partner with local group PSI for ESL services. West Park has a large ESL population that requires additional language and academic support.</p>
<p>Alignment</p>	<p>Spring 2021 Each plan described above aligns directly with our school's current OIP and on-going Literacy Plan to improve foundational reading skills, literacy and information reading comprehension, and writing skills. In addition, scholars identified as ELL's will continue to receive rigorous support from TESOL instructors both inside and outside of the classroom.</p>
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	Assessment, which will be completed in the Spring of 2023, will determine if additional programming, staffing, or partnerships are required or if the current plan will need to be altered to meet the determined needs at that time.
Resources and Budget	<p>In order to carry out these plans, additional staffing will be required. Through ESSERS grants, additional staff (Title I interventionists and an additional Director of Academics) will be hired and current expanded staff from the 2020-21 school year will be retained (instructional aides). Title I funding will also be required to ensure the school is properly staffed to meet the challenges and needs of our students.</p> <p>Tier II programs, such as Read 180, System 44, and iRead, will continue to be provided but to a greater number of students.</p> <p>Contracts with PSI will be renewed for the duration of this extended learning and recovery plan to ensure that ELL's will continue to receive the instructional and language support required to improve English speaking, writing, reading, and listening skills.</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. \$250,000</p>

Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021</p> <p>Each morning, all scholars are provided with Social and Emotional Learning lessons. This dedicated time is spent to improve character and citizenship, support social and emotional needs of the students, and to help teachers capture the emotional needs of the scholars. A Behavior Intervention Specialist was hired this year to work with students and their families who may be experiencing hardship because of the COVID pandemic or from other unique and personal situations. West Park has also established a partnership with Murtis Taylor. The agency provides counseling and consultative sessions for students and families in need of mental health services.</p> <p>Formal and informal conversations trigger the referral process, which can be initiated by staff, administration, or families. West Park Academy has also established a PBIS committee of educators and parents charged with the tasks of not only developing and implementing a PBIS schoolwide program, but also to recognize and address social/emotional needs of the scholars and their families.</p>
	<p>Summer 2021</p> <p>During the summer of 2021, the Behavior Intervention Specialists, administrators, and student recruiters will be speaking and listening directly to the students and families to continue to identify on-going and new mental health or social/emotional needs. Meals through the Summer Meals program will be available (and delivered if needed) to families in need to ensure that everyone is able to have a breakfast and lunch meal each day. Murtis Taylor counselors will continue to work with their caseloads and will be available to receive new referrals, if needed.</p>
	<p>2021-2022</p> <p>During the upcoming 2021-22 school year, the Behavior Intervention Specialist will expand their role into family advocacy and support. The BIS will partner with local agencies, such as the Bellaire-Puritas Development Corporation, the Lakewood Collaborative, and Trials for Hope, to support the growing and on-going needs of the students and their families.</p>

	<p>A Wellness and PBIS committee will continue to focus on establishing programming dedicated to the social/emotional outreach for our scholars. If students are identified either through SEL instruction, formal/informal conversations, RTI, or in any other presented way, students and/or families will meet with the BIS or have their case turned over to the agency best suited to meet their needs (mental health, food, shelter/utilities, or community outreaches).</p>
	<p>2022-2023 During the 2022-23 school year, the Behavior Intervention Specialist will continue to support students and their families. The BIS will leverage their partnership with our local agencies to support the growing and on-going needs of the students and their families. The Wellness and PBIS committees will continue to focus on establishing and updating programming dedicated to the social/emotional outreach for our scholars. If students are identified with a mental health or social/emotional need, students and/or families will meet with the BIS or have their case turned over to the agency best suited to meet their needs (mental health, food, shelter/utilities, or community outreaches).</p>
<p>Approaches for Impacted Students</p>	<p>Spring 2021 West Park has taken a couple of approaches to support the social and emotional needs of our scholars. Daily SEL lessons target age-appropriate character and citizenship topics and address mental health and social/emotional wellness. Teachers listen and monitor their students for any signs of distress, need, or anything that may require some extra attention from our Behavior Intervention Specialist or our mental health partners, Murtis Taylor. The BIS also works with students, staff, and families to create check-in and behavior plans. The BIS offers group sessions for peers and 1:1 sessions for students requiring breaks and assistance, but not quite ready for a referral to Murtis Taylor. Students with severe social/emotional needs that impact behavior and academics are also tracked in our RTI program. West Park Academy has also partnered with a cultural awareness expert who has supported staff in being more consciously aware of student needs from this very important lens.</p> <p>Summer 2021 During the summer, the BIS and Murtis Taylor will continue to reach out to the students who are in need and have plans. Murtis Taylor will conduct home visit sessions outside of the school. The school also keeps close contact with families during the summer. Informal check-ins will take place to determine if students or families are experiencing any hardships or crises.</p> <p>2021-2022 – Interventions that will take place to support students’ social and emotional needs include referrals and therapy sessions with our mental health partner, Murtis Taylor and intervention sessions with our BIS (for those less severe or experiencing an acute situation). Wraparound services are coordinated, as needed, or required. Referrals for families will also be made to the Bellaire-Puritas Development Corporation or the Lakewood Collaborative groups. These groups provide support and assistance for families. If food is a primary need for students or families, our food pantry partner Trials for Hope will be notified for assistance.</p> <p>2022-2023 - Interventions that will take place to support students’ social and emotional needs includes referrals and therapy sessions with our mental health partner, Murtis Taylor and intervention sessions with our BIS (for those less severe or experiencing an acute situation). Wraparound services are coordinated, as needed, or required. Referrals for families will also be made to the Bellaire-Puritas Development Corporation or the Lakewood Collaborative groups. These groups provide support and assistance for families. If food is a primary need for students or families, our food pantry partner Trials for Hope will be notified for assistance.</p>
<p>Professional Learning Needs</p>	<p>Spring 2021 Ongoing SEL lessons and providing teachers with information about what to look and listen for during formal and informal conversations and situations. Also, ongoing feedback about cultural awareness practices.</p> <p>Summer 2021</p>

	<p>Ongoing SEL lessons and providing teachers with information about what to look and listen for during formal and informal conversations and situations. Also, ongoing feedback about cultural awareness practices. Trauma Informed Care will also be added to the slate of SEL training for our staff to more fully equip the staff in recognizing and understanding students' social and emotional needs.</p> <p>2021-2022 - Ongoing SEL lessons and providing teachers with information about what to look and listen for during formal and informal conversations and situations. Also, ongoing feedback about cultural awareness practices.</p> <p>2022-2023 - Ongoing SEL lessons and providing teachers with information about what to look and listen for during formal and informal conversations and situations. Also, ongoing feedback about cultural awareness practices.</p>
Partnerships	<p>Spring 2021 – West Park has partnered with Murtis Taylor, a local mental health agency. Referrals for students and families experiencing mental health needs are made to this agency. Administration meets monthly with Murtis Taylor leaders to provide updates, new cases, and follow up on existing cases and plans.</p> <p>Summer 2021 – Our Behavior Intervention Specialist will be establishing stronger ties to local partners Bellaire-Puritas Development Corporation, the Lakewood Collaborative and Trials for Hope. These agencies, as well as Murtis Taylor, will be notified if a need is determined that they have resources that can be used to support the family. In addition, relationships and partnerships with local homeless shelters will also be made.</p> <p>2021-2022 – Murtis Taylor (mental health), Trials for Hope (food pantry), Bellaire-Puritas Development Corporation and the Lakewood Collaborative (local civic agencies that provide family resources and support).</p> <p>2022-2023 - Murtis Taylor (mental health), Trials for Hope (food pantry), Bellaire-Puritas Development Corporation and the Lakewood Collaborative (local civic agencies that provide family resources and support).</p>
Alignment	<p>Spring 2021 These plans align with our Wellness plan to ensure that all students' well-being, social and emotional needs, and mental health are addressed and properly attended to.</p> <p>Summer 2021 These plans align with our Wellness plan to ensure that all students' well-being, social and emotional needs, and mental health are addressed and properly attended to.</p> <p>2021-2022 These plans align with our Wellness plan to ensure that all students' well-being, social and emotional needs, and mental health are addressed and properly attended to.</p> <p>2022-2023 These plans align with our Wellness plan to ensure that all students' well-being, social and emotional needs, and mental health are addressed and properly attended to.</p>
Resources and Budget	<p>Resources and budgetary items required include the ongoing employment of our BIS, use of our SEL curriculum (Second Step), MOU with Murtis Taylor and Trials for Hope, and establishing partnerships with Bellaire-Puritas Development Corporation and the Lakewood Collaborative.</p> <p>Budget: The Academy will use ESSER II and Student Wellness to hire a position to support student mental health. \$125,000</p>