



SOUTH COLUMBUS

PREPARATORY ACADEMY

Learning Recovery and Extended Learning Plan

District Name:	South Columbus Preparatory Academy at Southfield
District Address:	3220 Groveport Road Columbus, OH 43207
District Contact:	Kyle Glispie
District IRN:	019200

Beginning in March 2020, education in the United States, and the world, changed dramatically due to the COVID-10 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, South Columbus Preparatory Academy at Southfield – SCPA Southfield 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 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. 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 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 RtI process.

While maximizing educational options for families, the school minimized risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health officials. Mitigation efforts included

facial coverings, health monitoring, cleaning, and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration was given to the emotional well-being of students as we worked to provide an equitable and safe learning environment for all students, regardless of their modality.

Identifying and Meeting Students' Academic Needs

Identifying Impacted Students

Spring 2021

For the 2020-2021 school year, we utilized the i-Ready comprehensive assessment system for our students in grades K-12. This online assessment, given in the fall, winter and spring to all students, regardless of their modality, allows us to measure the academic growth of our students in both mathematics and reading. Reports within the system allow us to see which students are on track for meeting grade level goals, which ones are exceeding the expected pace for growth and which ones are not meeting the growth targets. This crucial information forms the basis for the supports we provide students.

The Academy conducted the following:

- Running records
- Short cycle assessments
- Third Grade Reading Guarantee data
- Rtl process
- Monthly Mock assessments

Summer 2021

The Academy will conduct the following:

- I- Ready
- Scrimmages / Short Cycle assessments
- Running Record

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.

Scrimmages/Short Cycle assessments – Students will be given assessments once every two weeks based on the standards they covered during that two week period for the months of August, September, October, January and February. Students will be given assessments once every week for the months of November, December and March, based on the standards that they learned that week. This data will be used to determine if the standards need to be retaught or enriched, or if the class can move to the next standard.

- Monthly Mock Assessments
- Running Record
- RTI Process
- RIMPS – Reading Improvement Plans
- Third Grade reading guarantee data
- Prior year OST data

2022-2023

We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. For students enrolled at the school last year, we will have two years' worth of data to continue to identify students' learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.

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	<p>the months of November, December and March, based on the standards that they learned that week. This data will be used to determine if the standards need to be retaught or enriched, or if the class can move to the next standard.</p> <p>Monthly Mock Assessments Running Record RTI Process RIMPS – Reading Improvement Plans Third Grade reading guarantee data Prior year OST data</p>
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021</p> <ul style="list-style-type: none"> ● RTI ● Small group ● Tutoring ● Summer School ● Online reading curriculum ● RIMPS
	<p>Summer 2021 The Academy will provide Summer School for all students who are below grade level.</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>Scrimmages/Short Cycle assessments – Students will be given assessments once every two weeks based on the standards they covered during that two week period for the months of August, September, October, January and February. Students will be given assessments once every week for the months of November, December and March, based on the standards that they learned that week. This data will be used to determine if the standards need to be retaught or enriched, or if the class can move to the next standard.</p> <ul style="list-style-type: none"> ● Monthly Mock Assessments ● Running Record ● RTI Process ● RIMPS – Reading Improvement Plans ● Third Grade reading guarantee data ● Prior year OST data ● After School tutoring ● Increasing number of Title Teachers ● Increasing number of SPED teachers
	<p>2022-2023 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>Scrimmages/Short Cycle assessments – Students will be given assessments once every two weeks based on the standards they covered during that two week period for the months of August, September, October, January and February. Students will be given assessments once every week for the months of November, December and March, based on the standards that they learned that week. This data will be used to determine if the standards need to be retaught or enriched, or if the class can move to the next standard.</p> <ul style="list-style-type: none"> ● Monthly Mock Assessments ● Running Record ● RTI Process ● RIMPS – Reading Improvement Plans ● Third Grade reading guarantee data

	<ul style="list-style-type: none"> ● Prior year OST data ● After School tutoring ● Increasing number of Title Teachers ● Increasing number of SPED teachers
Professional Learning Needs	<p>Spring 2021 The Academy will conduct a 2 week summer PD and 5 professional development days throughout the school year. Topics will include:</p> <ul style="list-style-type: none"> ● Creating Short Cycle assessments ● Data Driven Instruction ● Blitz Academic Model ● Child Abuse and Neglect ● CPR ● Crisis and restraint training ● Reading Best Practices ● Math Best Practices ● Classroom Management ● Bloodborne Pathogens ● SPED – ETR process ● 504's ● Horizontal and Vertical Alignment
	<p>Summer 2021 The Academy will conduct a 2 week summer PD and 5 professional development days throughout the school year. Topics will include:</p> <ul style="list-style-type: none"> ● Creating Short Cycle assessments ● Data Driven Instruction ● Blitz Academic Model ● Child Abuse and Neglect ● CPR ● Crisis and restraint training ● Reading Best Practices ● Math Best Practices ● Classroom Management ● Bloodborne Pathogens ● SPED – ETR process ● 504's ● Horizontal and Vertical Alignment ● Software Update training ● Making Weakness a Strength – Data dive into OST data to find academic weaknesses of the students body.
	<p>2021-2022 The Academy will conduct a 2 week summer PD and 5 professional development days throughout the school year. Topics will include:</p> <ul style="list-style-type: none"> ● Creating Short Cycle assessments ● Data Driven Instruction ● Blitz Academic Model ● Child Abuse and Neglect ● CPR ● Crisis and restraint training ● Reading Best Practices ● Math Best Practices ● Classroom Management ● Bloodborne Pathogens ● SPED – ETR process ● 504's ● Horizontal and Vertical Alignment ● Software Update training

	<ul style="list-style-type: none"> ● Making Weakness a Strength – Data dive into OST data to find academic weaknesses of the incoming students. ● Impact of Time missed from Spring 2020 <p>2022-2023 The Academy will conduct a 2 week summer PD and 5 professional development days throughout the school year. Topics will include:</p> <ul style="list-style-type: none"> ● Creating Short Cycle assessments ● Data Driven Instruction ● Blitz Academic Model ● Child Abuse and Neglect ● CPR ● Crisis and restraint training ● Reading Best Practices ● Math Best Practices ● Classroom Management ● Bloodborne Pathogens ● SPED – ETR process ● 504's ● Horizontal and Vertical Alignment ● Software Update training ● Making Weakness a Strength – Data dive into OST data to find academic weaknesses of the incoming students.
Partnerships	<p>Spring 2021 Southfield is in the first year of operation but does have a partnership with NYAP for counseling and health. We are currently working on partnerships for tutoring and reading assistance. Southfield also has a strong partnership with our sponsor and other network community schools.</p> <p>Summer 2021 Will continue searching for new partners along with established partnership with NYAP</p> <p>2021-2022 Will continue searching for new partners along with established partnership with NYAP</p> <p>2022-2023 Will continue searching for new partners along with established partnership with NYAP</p>
Alignment	<p>Spring 2021 – We are using data points to identify who have been impacted or have an academic gap due to the shutdown. We are looking for any student who is in need of further academic support and counseling services and providing them with the support they need for further academic and social growth. Our plans align with Wellness and Success plans, remote learning plans, CCIP-related plans, Reading Improvement Plans, our Literacy Plan and compliance with our state and sponsor plans.</p> <p>Summer 2021 We are using data points to identify who have been impacted or have an academic gap due to the shutdown. We are looking for any student who is in need of further academic support and counseling services and providing them with the support they need for further academic and social growth. Our plans align with Wellness and Success plans, remote learning plans, CCIP-related plans, Reading Improvement Plans, our Literacy Plan and compliance with our state and sponsor plans.</p> <p>2021-2022 We are using data points to identify who have been impacted or have an academic gap due to the shutdown. We are looking for any student who is in need of further academic support and counseling services and providing them with the support they need for further academic and social growth. Our plans align with Wellness and Success plans, remote learning plans, CCIP-related plans, Reading Improvement Plans, our Literacy Plan and compliance with our state and sponsor plans.</p> <p>2022-2023 We are using data points to identify who have been impacted or have an academic gap due to the shutdown. We are looking for any student who is in need of further academic support and counseling services and providing them with the support they need for further academic and social growth. Our plans align with Wellness and Success plans, remote learning plans, CCIP-related plans, Reading Improvement Plans, our Literacy Plan and compliance with our state and sponsor plans.</p>

Resources and Budget	<p>The biggest need for the Academy is staff. We are in need of properly licensed teachers and intervention teachers for Title I. The Academy would like to improve the quality of the curriculum materials, technology and the resources that are useful to students..</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>
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Approaches to Identify and Address Students’ Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021 – Observations and conversations with students and families. Created partnership with NYAP to give us the tools to identify students with social and emotional needs.</p>
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	<p>2021-2022 – Observations and conversations with students and families. Created partnership with NYAP to give us the tools to identify students with social and emotional needs.</p>
	<p>2022-2023 - Observations and conversations with students and families. Created partnership with NYAP to give us the tools to identify students with social and emotional needs.</p>
Approaches for Impacted Students	<p>Spring 2021 –</p> <ul style="list-style-type: none"> ● Provide ongoing mental health support for students and families ● Provide mentorship programs for students ● Offer multiple mental health resources for students and families ● Offer PD for all staff
	<p>Summer 2021 -</p> <ul style="list-style-type: none"> ● Provide ongoing mental health support for students and families ● Provide mentorship programs for students ● Offer multiple mental health resources for students and families ● Offer PD for all staff
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	<p>2022-2023 -</p> <ul style="list-style-type: none"> ● Provide ongoing mental health support for students and families ● Provide mentorship programs for students ● Offer multiple mental health resources for students and families ● Offer PD for all staff
Professional	<p>Spring 2021 –</p>

Learning Needs	<ul style="list-style-type: none"> • Mandated Child abuse neglect training • Social Emotional training from Sponsor • Social Emotional training from our NYAP Health Partners • Increase community resources.
	Summer 2021 - <ul style="list-style-type: none"> • Mandated Child abuse neglect training • Social Emotional training from Sponsor • Social Emotional training from our NYAP Health Partners • Increase community resources.
	2021-2022 - <ul style="list-style-type: none"> • Mandated Child abuse neglect training • Social Emotional training from Sponsor • Social Emotional training from our NYAP Health Partners • Increase community resources.
	2022-2023 - <ul style="list-style-type: none"> • Mandated Child abuse neglect training • Social Emotional training from Sponsor • Social Emotional training from our NYAP Health Partners • Increase community resources.
Partnerships	Spring 2021 - NYAP – National Youth Advocate Program Continuing to seek more community partnerships
	Summer 2021 - NYAP – National Youth Advocate Program Continuing to seek more community partnerships
	2021-2022 - NYAP – National Youth Advocate Program Continuing to seek more community partnerships
	2022-2023 - NYAP – National Youth Advocate Program Continuing to seek more community partnerships
Alignment	Spring 2021 Our plans align with our board approved and legal Health and Wellness Policy.
	Summer 2021 Our plans align with our board approved and legal Health and Wellness Policy.
	2021-2022 Our plans align with our board approved and legal Health and Wellness Policy.
	2022-2023 Our plans align with our board approved and legal Health and Wellness Policy.
Resources and Budget	Community partnerships and programs with accredited mental health groups. Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$125,000