



Learning Recovery and Extended Learning Plan

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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, North Columbus 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. For NCPA, the two days were Tuesday and Thursday. 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 will 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 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-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.

In addition, our students participated in short-cycle assessments, Kindergarten Readiness Assessment, Third Grade Guarantee data, and running records. This data was used to inform educational decisions and was also incorporated into the RTI process to help identify concerns and areas of deficit. The RTI team used this information to make data-driven decisions for the students and the direction of the building as a whole.

Summer 2021

During Summer of 2021, students will be offered summer school options with a focus on a third grade bootcamp. iReady will be used to help assess student levels and teachers will also use pre-test and post-tests to ensure student growth.

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.

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.

Approaches to Support Impacted Students

Spring 2021

We are currently using our RTI to address the needs of the students with the largest concerns. Further, we are doing an after-school tutoring session with our students. During these sessions, students will be assessed and lesson plans will be developed to improve literacy and math skills to make up for the deficits we have seen. We are providing after-school tutoring to help with deficits caused by gaps in education and schooling due to Covid. The staff is working to develop lesson plans and activities to increase student engagement and productivity to end the year strong.

Summer 2021

We will be providing summer school to our students. In addition, we plan to begin school in early August to get them back in the classroom as soon as possible. We plan to do early assessments on our students, especially our Kindergarten students who will be entering school for the first time.

2021-2022

For the 2020-21 school year NCPA implemented an improved PBIS system to address the on-going needs of our students as they navigate school and society very differently. Into 2021-22 and beyond we will continue to incorporate SEL in our classes and school culture as a whole. Classrooms participate in SEL with the counseling group in our building. In addition, NCPA has two full-time Behavior Intervention Specialists whose role is to both identify and support the SEL needs of our students.

	<p>2022-2023 Into 2021-22 and beyond we will continue to incorporate SEL in our classes and school culture as a whole. In addition, NCPA will continue to improve and support our RTI process, partner with outside agencies to bring in needed supports and will also focus on training staff to work with the specific needs of our students.</p>
Professional Learning Needs	<p>Spring 2021 This Spring, our staff participated in professional development surrounding the topics of trauma-informed teaching, proper response to intervention, and de-escalation techniques.</p>
	<p>Summer 2021 This summer, before the start of the next school year, our NCPA staff will participate in continued SEL training, trauma-informed teaching, environmental management, and increasing student engagement.</p>
	<p>2021-2022 During next school year, we plan to focus professional development on Student wellness, unity, and plan to use the Get Better Faster book to do this. We also want to include bias training and increase the unity of the staff and students to continue to improve the culture of our growing school.</p>
	<p>2022-2023 The team will read the book Unconscious Bias in Schools by Tracey Benson. The Principal will lead the discussion surrounding the book and how we will implement things learned through the literature in the school.</p>
Partnerships	<p>Spring 2021 At North Columbus Preparatory Academy, we have formed partnerships with a few social work groups including NYAP and LES(Positive Steps) to provide social-emotional support to our students and their families. We have also partnered with Ohio State University School of Social Work to have internships for students.</p>
	<p>Summer 2021 During the summer we will meet with the partners to discuss a plan for our families for the following school year.</p>
	<p>2021-2022 We will use the partnerships to provide individual and group counseling to students. They will also be used to provide social-emotional support to our families.</p>
	<p>2022-2023 We will use the partnerships to provide individual and group counseling to students. They will also be used to provide social-emotional support to our families.</p>
Alignment	<p>Spring 2021 These plans align with our current academic documents as the focus is on increasing student engagement, implementing plans to help students with their deficits. We have created a plan to increase literacy in our school as a whole. We are putting in a school library and focusing on the importance of literacy, particularly in the younger grades. We are increasing supplements to curriculum and support for teachers by bringing in a Director of Academics.</p>
	<p>Summer 2021 We plan to work on student assessment this summer to truly understand where our students are currently. With this information, we will develop a plan to move forward into the next school year to not only make up for the deficits, but to advance our students.</p>
	<p>2021-2022 NCPA continues to focus on not only addressing student deficits but improving student outcomes through advancement of skills and learning. We have created Reading improvement plans for all students in grades K-3 to help improve literacy and student success on the Third Grade Reading Guarantee. We have improved our behavior interventions and our RTI process. We will continue to work on this into the 2021-2022 school year. We administer the iReady diagnostic three times per year to keep an up-to-date metric of our student growth and development that drives our curricular design and instructional planning. We are utilizing all of these to stay in alignment with our student</p>

	<p>wellness, and RIP plans. We also use our Blitz system to help prepare students for the test and ensure they are equipped to pass it.</p>
	<p>2022-2023 We will re-examine during Summer 2022 to analyze what worked and didn't work to improve student engagement, achievement, and SEL growth. We will strategize based upon what we've learned to improve the work we do for the population we serve.</p>
Resources and Budget	<p>We are using grant funds to improve curriculum resources, add a library that we hope to open to the community as well. We are also increasing access to technology for our students and making building improvements to increase the overall safety and well-being of our students. We also need to increase staff to include a part-time Director of Academics and additional aides to help in the classroom. We have a Title I teacher this year.</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. \$170,000</p>

Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021 –The staff of North Columbus Preparatory Academy works as a team to address the needs of our students, particularly the social-emotional needs our students present. We spend a great amount of time working with the whole child and their family to provide for their needs and ensure they can be successful at school. We use our Response to Intervention to come up with tiered interventions to help our students. We use family outreach to come up with safety plans for our students that include the responsibilities of the school, the student, and the family. We also use various modes of communication to increase the partnership between the family and the school.</p>
	<p>Summer 2021 – We will continue to work on community outreach and connections with our students and families to make sure we are prepared to deal with the students when they return and meet them where they are. We will work as a team to prepare interventions, strengthen PBIS, and have a strong plan of support when our students return.</p>
	<p>2021-2022 – During the regular school year we will have bi-weekly RTI meetings that address academics and social-emotional needs and provide documentation and interventions. We will also work with our community partners and have monthly meetings with them to discuss and track student progress.</p>
	<p>2022-2023 - During the regular school year we will have bi-weekly RTI meetings that address academics and social-emotional needs and provide documentation and interventions. We will also work with our community partners and have monthly meetings with them to discuss and track student progress.</p>
Approaches for Impacted Students	<p>Spring 2021 –Our behavior specialists work with the staff to address the social and emotional needs of our students. We do this in conjunction with the social work services that are provided in our school (NYAP and LES). We also ensure there are resources for staff and families to address their social and emotional concerns. Finally, we continue to work to improve our Response to Intervention team and processes to make sure staff feels supported in their efforts to offer tiered supports to their students.</p>

	<p>Summer 2021 - We will discuss processes and interventions and design a plan to roll out for the 2021-2022 school year. We will go over the Positive Steps Curriculum with LES.</p> <p>2021-2022 – We will have an intervention specialist to work with students and provide counseling to students.</p> <p>2022-2023 - We will have an intervention specialist to work with students and provide counseling to students. We will partner with NYAP and LES and use the Positive Steps Curriculum throughout our building. We will also use a Zone of regulation throughout our school. We will have parent meetings to discuss school climate and academic progress. We will have our Academic BLITZ competition that we will invite parents and community members to attend.</p>
Professional Learning Needs	<p>Spring 2021 – The staff has attended professional development for social-emotional learning, intervention strategies, response to intervention, and trauma-informed teaching.</p>
	<p>Summer 2021 – We have plans to include bias and sensitivity training. We also want to increase the staff's knowledge of social-emotional learning and dealing with the trauma of our students.</p>
	<p>2021-2022 – Each PD we will review Zones of Regulations. We will also read Unconscious Bias in Schools as a group and begin to use the literature and data to drive our instruction and interventions .</p>
	<p>2022-2023 - Our entire staff has and will continue to participate in professional development surrounding social emotional learning, bias training, trauma informed teaching, and communication and feedback. Our staff provide daily, direct and intentional instruction in the SEL (Zones of Regulation) and the principles to ensure that it becomes embedded in our school culture.</p>
Partnerships	<p>Spring 2021 – Again, our school works with social work agencies such as NYAP and LES to ensure our students have access to counseling and social services without having to be pulled out of school.</p>
	<p>Summer 2021 – We hope to work to form a relationship with both Nationwide Children’s Hospital and St. Vincent’s residential treatment center. We have connections with community members who are willing to come in and provide services now that Covid is ending. We will continue our partnership with NYPA and LES as well as local churches and mentors. We will arrange transportation for families that reside in homeless shelters.</p>
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Alignment	<p>Spring 2021 We have added to our staff to include more aides, and intervention specialists. One thing we have done was to create an extra behavior intervention specialist at NCPA to help with the trauma and emotional needs of our students. We have created a sensory room and a quiet room for students who need a time and space to de-escalate. The staff has attended professional development to improve their knowledge of trauma and the needs of our students. We have purchased items for a sensory room that teachers can loan out to their classroom and many books on social-emotional learning. We have added plans to address the rising number of emotional disturbances in our building, including increasing staff for these students and improving special education processes to deal better with the students’ needs.</p>
	<p>Summer 2021 Our initiatives to coordinate and improve our RTI process is in alignment with our plan to continuously improve the interventions needed by our students. Our focus on student wellness has included the addition of a Behavior Intervention Specialist to create a team to deal with student behavior and emotional needs. Our team seeks to find the hurdles impeding student success whether</p>

	<p>they are SEL, academic, or environmental. That will continue well into the future.</p> <p>2021-2022 Our initiatives to coordinate and improve our RTI process is in alignment with our plan to continuously improve the interventions needed by our students. Our focus on student wellness has included the addition of a Behavior Intervention Specialist to create a team to deal with student behavior and emotional needs. Our team seeks to find the hurdles impeding student success whether they are SEL, academic, or environmental. That will continue well into the future.</p> <p>2022-2023 Our plan is for this to be a monitoring year. We plan to have all programs in place at this point and to continue to gather data to ensure the programs are working and adjustments are being made.</p>
<p>Resources and Budget</p>	<p>We continue to need more staff. Many of our students are in need of one on one aides and further support to be able to handle their social and emotional needs in order to be able to be successful in the classroom environment. We need supports in place for teachers to be able to understand the needs of their students and respond accordingly. We have also needed to make improvements to the buildings due to our growing numbers and in order to make the building a more safe and welcoming environment that is more conducive to learning. We also are working on ways to retain current staff to increase the longevity of staff in our building.</p> <p>Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$55,000</p>