



# Learning Recovery and Extended Learning Plan

District Name:	Cleveland Arts & Social Sciences Academy
District Address:	10701 Shaker Blvd Cleveland, Ohio 44104
District Contact:	A Cory McDaniel, Principal
District IRN:	007995

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, Cleveland Arts & Social Sciences 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 1<sup>st</sup> 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. Students' use their device to login for live instruction with virtual teachers as they would on an "at home" learning day. When virtual live sessions are not in session, in-person 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. 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.

<b>Identifying Impacted Students</b>	<p><b>Spring 2021</b></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 i-Ready, Cleveland Arts &amp; Social Sciences Academy utilized the following assessments, which provided valuable information for teachers.</p> <ul style="list-style-type: none"> <li>• Heggerty’s screener (3x per year, K-2)</li> <li>• Running Records (quarterly, K-5 and at-risk readers in 6-8)</li> <li>• Short Cycle Assessments (bi-weekly, 2-8)</li> <li>• Weekly Quick Checks (standards-based in ELA and Math, grades K-8)</li> <li>• Fall 3rd Grade AIR results</li> <li>• Quarterly Mock AIR Assessments (2-8, reading, math, and science)</li> </ul> <p>Information from these assessments were used to differentiate teaching and improve student learning. 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. The data was also 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. Finally, the data from these assessments were valuable to teachers and the Response to Intervention (RTI) team. Students in the RTI process are in four to six-week cycles of intervention and accommodations. The data depicted in the above list as well as routine progress monitoring data specific to individualized interventions provided updates and evidence of their growth and overall learning. For RTI students, progress monitoring data determined if continuation in the RTI program was required or if evaluating for special services was more appropriate.</p> <p>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.</p>
	<p><b>Summer 2021</b></p> <p>At the conclusion of the Cleveland Arts &amp; Social Sciences Academy summer school program, students will be given the i-Ready standards assessment in reading and math. Data will be compared to the students’ end of school year (Spring 2021) data to identify growth and gaps that need addressed moving into the 2021-2022 school year. Throughout the summer school program, Cleveland Arts &amp; Social Sciences Academy will continue to use our standards-based weekly quick checks to help determine which standards were easily understood, and ultimately mastered, and those that will require additional remediation.</p>
	<p><b>2021-2022</b></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.</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><b>2022-2023</b></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 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 academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust</p>

	<p>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><b>Approaches to Support Impacted Students</b></p>	<p><b>Spring 2021</b>  To support impacted students, Cleveland Arts &amp; Social Sciences Academy has created an after school tutoring program. Students in grades 3-8 are invited to tutoring based on needs determined through data collection. After the initial selection process, tutoring enrollment is open to all students K-8. The number of students per grade is pre-determined based on the number of teachers participating in the tutoring program. Tutoring takes place twice per week for an hour and provides targeted, differentiated support in reading and math. Small group instruction, Guided Reading, and differentiated computer-based instructional programs are utilized daily by students and teachers. Title I instructors, Instructional leaders, and aides provide additional small group, targeted instruction in reading and math for students identified as below grade level according to i-Ready diagnostics and other assessments (as indicated in the Spring 2021 table). The on-going RTI process is monitored via progress monitoring graph that specifically targets a student's deficiency and shows growth with the intervention being used. The graph also shows how the student is performing against their peers of similar deficiency receiving the same intervention. This provides an additional data point for decision making.</p> <p><b>Summer 2021</b>  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 Cleveland Arts &amp; Social Sciences 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><b>2021-2022</b>  Tier 1 programming will be improved in each grade-band to provide leveled and individualized support for students to begin closing the anticipated achievement gap. After school tutoring will continue to be offered and provided for students most in need, targeting reading and math instruction using the same approaches identified for summer school.</p> <p>Cleveland Arts &amp; Social Sciences Academy will continue to utilize their title teachers (Math and Reading) to assist with intensive interventions many students will require in response to the COVID-19 pandemic. The leadership team will consult their budget to consider an additional title teacher in reading.</p> <p>Each instructional staff member will receive instructional coaching throughout the school year, focusing on high yield instructional and gap closing practices. Each student's academic achievement will be tracked and monitored to ensure that their instructional plan is accurately meeting their needs. Individualized plans such as student Reading Improvement Plans will be progress monitored and used to drive instructional decision making. Grade levels will each have literacy benchmark goals as depicted in the school-wide literacy plan. All students will be expected to meet the pre-determined goals through the rigorous instruction and intense tier I approach.</p> <p><b>2022-2023</b>  Cleveland Arts &amp; Social Sciences Academy will continue to employ additional instructional and leadership staff in the school. In addition to increased instructional staff, Tier 1 programming will be improved in each grade-band to provide leveled and individualized support for students to begin closing the anticipated achievement gap. After school tutoring will continue to 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 student's academic achievement will be tracked and monitored to ensure that their instructional plan is accurately meeting their needs. Individualized plans such as student Reading Improvement Plans will be progress monitored and used</p>

	to drive instructional decision making. Grade levels will each have literacy benchmark goals as depicted in the school-wide literacy plan. All students will be expected to meet the pre-determined goals through the rigorous instruction and intense tier I approach.
<b>Professional Learning Needs</b>	<p><b>Spring 2021</b> During the spring of 2021, teachers, title support staff, and instructional aides were trained in the use of i-Ready to analyze and respond to student data. Staff also received a professional development refresher on how to administer assessments (as indicated in the Spring 2021 table) to ensure validity and reliability of the data collected. All staff were developed in providing differentiated instruction based on i-Ready data to help reduce potential learning gaps and ensure impactful instruction during the final months of the 2020-2021 school year.</p>
	<p><b>Summer 2021</b> Professional learning over the summer will include Guided Reading, Differentiated Instruction, Ready Reading, and Math (current curriculum), Wilson Program Training (title Reading teacher) and Heggerty training for all new K-2 staff members. This will support pre-service trainings prior to the start of the school year.</p>
	<p><b>2021-2022</b> Professional learning during the 2021-22 school year will include a continuation of training and monitoring of Guided Reading, differentiated instruction, 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><b>2022-2023</b> With future opportunities to pivot into acute instructional needs, 2022-2023 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>
<b>Partnerships</b>	<p><b>Spring 2021</b> To provide effective learning opportunities for all students, we have created several partnerships to help achieve in providing an enhanced learning experience. These external partnerships include community organizations such as The Learning Place and East End Neighborhood Center. Additionally, Cleveland Arts &amp; Social Sciences Academy offers internal programs including music and arts programs that support our alignment with the arts. Local churches also partner with Cleveland Arts &amp; Social Sciences Academy to provide optimal learning opportunities for our students.</p>
	<p><b>Summer 2021</b> We will continue all current partnerships while seeking to create new partnerships of benefit to our students. We will actively monitor further opportunities to create school partnerships as we see great benefit in working with our community to enhance our school.</p>
	<p><b>2021-2022</b> We will continue to actively monitor further opportunities to create school partnerships. All partnerships indicated in the Spring 2021 table will continue while seeking new opportunities to aid students in improved academic achievement and overall gap closure at the school level.</p>
	<p><b>2022-2023</b> We will continue to actively monitor further opportunities to create school partnerships. All partnerships indicated in the Spring 2021 table will continue while seeking new opportunities to aid students in improved academic achievement and overall gap closure at the school level.</p>
<b>Alignment</b>	<p><b>Spring 2021</b> Each plan described above aligns directly with our school's current SIP and on-going Literacy Plan to improve foundational reading skills, literacy, reading comprehension, and writing skills.</p>
	<p><b>Summer 2021</b> Each plan described above aligns directly with our school's current SIP and on-going Literacy Plan to improve foundational reading skills, literacy, reading comprehension, and writing skills.</p>
	<p><b>2021-2022</b> Each plan described above aligns directly with our school's current SIP and on-going Literacy Plan to improve foundational reading skills, literacy, reading comprehension, and writing skills.</p>
	<p><b>2022-2023</b></p>

	Each plan described above aligns directly with our school's current SIP and on-going Literacy Plan to improve foundational reading skills, literacy, reading comprehension, and writing skills.
<b>Resources and Budget</b>	<p>Additional resources needed are as follows:</p> <ul style="list-style-type: none"> <li>• Title 1 Teacher (Reading)</li> <li>• Instructional Aide (K-3)</li> <li>• Science Curriculum</li> <li>• FUNdations (two kits for K/1 grade-bands)</li> <li>• Phonics for Reading (one of each of the levels to support at-risk readers in grades 3-8)</li> </ul> <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. \$450,000</p>

## Approaches to Identify and Address Students' Social & Emotional Needs

<b>Identifying Impacted Students</b>	<p><b>Spring 2021</b></p> <p>Each morning, all scholars are provided with Social and Emotional Learning lessons through morning meeting and homeroom classes (Middle School). 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. Cleveland Arts &amp; Social Sciences Academy has a Behavior Intervention Specialist who works with students and their families who may be experiencing hardship because of the COVID pandemic or from other unique and personal situations. We have 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.</p> <p>Cleveland Arts &amp; Social Sciences 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. Our PBIS program is led by our Behavior Intervention Specialist and is monitored through our school-wide Hero program.</p>
	<p><b>Summer 2021</b></p> <p>During the summer of 2021, the Behavior Intervention Specialists, teachers, and administrators 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><b>2021-2022</b></p> <p>During the upcoming 2021-2022 school year, the Behavior Intervention Specialist will continue their role as a family advocate and support. The BIS will partner with local agencies, to support the growing and on-going needs of the students and their families.</p> <p>The PBIS committee will continue to focus on establishing programing dedicated to the</p>

	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><b>2022-2023</b>  During the 2022-2023 school year, the Behavior Intervention Specialist will continue their role as a family advocate and support. The BIS will partner with local agencies, to support the growing and on-going needs of the students and their families.  The PBIS committee will continue to focus on establishing programing 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>
<b>Approaches for Impacted Students</b>	<p><b>Spring 2021</b>  Cleveland Arts &amp; Social Sciences Academy has taken several approaches to support the social and emotional needs of our students. Daily SEL lessons target age-appropriate character and citizenship topics and address mental health and social/emotional wellness occur at the top of the day through morning meeting and/or homeroom. Teachers have been trained by our Behavior Intervention Specialist (BIS) on how to listen to and monitor their students for any signs of distress, need, or anything that may require some extra attention from our BIS 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.</p> <p><b>Summer 2021</b>  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 and/or families are experiencing any hardships or crises.</p> <p><b>2021-2022</b> - 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). Additional services are coordinated, as needed, or required.</p> <p><b>2022-2023</b> - 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). Additional services are coordinated, as needed, or required.</p>
<b>Professional Learning Needs</b>	<p><b>Spring 2021</b> - Ongoing SEL lessons and providing teachers with information about what to look and listen for during formal and informal conversations and situations. Also, staff continue to receive ongoing feedback about cultural awareness practices.</p> <p><b>Summer 2021</b> - Ongoing SEL lessons and providing teachers with information about what to look and listen for during formal and informal conversations and situations. Also, staff continue to receive ongoing feedback about cultural awareness practices. Trauma Informed Care will also be added to the slate of SEL trainings for our staff to equip the staff more fully in recognizing and understanding students' social and emotional needs.</p> <p><b>2021-2022</b> - Ongoing SEL lessons and providing teachers with information about what to look and listen for during formal and informal conversations and situations. Also, staff continue to receive ongoing feedback about cultural awareness practices.</p> <p><b>2022-2023</b> - Ongoing SEL lessons and providing teachers with information about what to look and listen for during formal and informal conversations and situations. Also, staff continue to receive ongoing feedback about cultural awareness practices.</p>
<b>Partnerships</b>	<p><b>Spring 2021</b> – Cleveland Arts &amp; Social Sciences Academy 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>

	<b>Summer 2021</b> – Murtis Taylor (mental health)
	<b>2021-2022</b> - Murtis Taylor (mental health)
	<b>2022-2023</b> - Murtis Taylor (mental health)
<b>Alignment</b>	<b>Spring 2021</b> These plans align with our school Wellness plan to ensure that all students’ well-being, social and emotional needs, and mental health are addressed and properly attended to.
	<b>Summer 2021</b> These plans align with our school Wellness plan to ensure that all students’ well-being, social and emotional needs, and mental health are addressed and properly attended to.
	<b>2021-2022</b> These plans align with our school Wellness plan to ensure that all students’ well-being, social and emotional needs, and mental health are addressed and properly attended to.
	<b>2022-2023</b> 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.
<b>Resources and Budget</b>	Resources and budgetary items required include the ongoing employment of our BIS, use of our SEL curriculum (Leader in Me), and our partnership with Murtis Taylor.
	Budget: The Academy will use both ESSER II and Student Wellness to hire a position to support student mental health. \$125,000