



Learning Recovery and Extended Learning Plan

District Name:	Euclid Preparatory School
District Address:	23001 Euclid Ave. Euclid, OH 44117
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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, Euclid Preparatory School 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 two days per week for learning and they remain at home for learning three 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 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 our instructional schedule, are also offered to virtual students. Each day instruction is a mix of teacher-led, synchronous sessions and student-led practice activities. Expectations were set for the number of hours students should be expected to engage in learning, and how the family should be prepared to support their child's learning at home. There is a mix of online learning that requires a computer and other offline activities that require solving math problems, collaborating with peers, exercising, etc. Students with Special Education needs will receive these services as specified in their IEP virtually within Canvas, our learning management platform. The Big Blue Button feature inside our closed Canvas platform is HIPPA and FERPA compliant, thus providing a safe environment for our specialists to work directly with students on their caseload to provide the necessary services. This feature is also be used by our Title I teachers and those that support our English Learners. Regular communication occurs with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through the Canvas platform, phone calls, text messages, video conferencing or other means.

While other schools predetermined the learning scenario for their students, we were prepared to meet the complexities of giving families choice. Organization, communication, and coordination were paramount to our student's success. As such, we decided that all students, regardless of their modality, would receive standards-based instruction in a defined sequence for each course. This allowed all students in the same grade or course within the school to receive instruction around the same sequence of standards, for approximately the same amount of time, dependent on student need. This coordination allowed for the seamless integration for a student who needs to change from one modality to another due to extenuating circumstances. It also allowed regular assessment data in all three modalities to be used to assess students for supports throughout the RtI process.

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

Identifying and Meeting Students' Academic Needs

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 supports we provide students.

Additional assessments and data that help us identify impacted students includes:

- Heggerty's screeners
- Running records
- Short cycle assessments
- Third Grade Reading Guarantee data
- Rtl process
- DIBELS assessments
- Mock assessments

Summer 2021

During the summer we will utilize i-Ready assessments as available in addition to exit tickets and observational data during our summer school sessions to identify student academic gaps.

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.

Additional assessments and data that help us identify impacted students includes:

- Heggerty's screeners
- Running records
- Short cycle assessments
- Third Grade Reading Guarantee data
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- DIBELS assessments
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2022-2023

We will continue to utilize 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.

Additional assessments and data that help us identify impacted students includes:

- Heggerty's screeners
- Running records
- Short cycle assessments
- Third Grade Reading Guarantee data
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- DIBELS assessments

	<ul style="list-style-type: none"> • Mock assessments
Approaches to Support Impacted Students	<p>Spring 2021 The approaches we are using to support impacted students include:</p> <ul style="list-style-type: none"> • Rtl • small group instruction • after school tutoring • reading bags sent home with early readers to practice at home • Saturday school • I-Ready
	<p>Summer 2021 Summer school for grades 3-8 will be conducted for 4-6 weeks during the summer. We will also hold a program for our incoming kindergarteners designed to support the specific learning needs of our incoming kindergarteners.</p>
	<p>2021-2022 The school will utilize the following approaches to support impacted students:</p> <ul style="list-style-type: none"> • Rtl • small group instruction • after school tutoring • reading bags sent home with early readers to practice at home • Saturday school • I-Ready
	<p>2022-2023 The school will utilize the following approaches to support impacted students:</p> <ul style="list-style-type: none"> • Rtl • small group instruction • after school tutoring • reading bags sent home with early readers to practice at home • Saturday school • I-Ready
Professional Learning Needs	<p>Spring 2021 For the spring teachers engaged in a literacy PD that was provided by the state support team. We also provided professional learning around student engagement for virtual learners and data analysis for three modalities.</p>
	<p>Summer 2021 Teachers will engage in professional development around;</p> <ul style="list-style-type: none"> • Classroom management • Lesson planning and differentiation • The teachers will also have trainings on student engagement • There will be trainings for teachers to understand unpacking the standards. • Equity based instructional professional development
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Partnerships	<p>Spring 2021 We developed a partnership with our parent volunteer organization for parents to come in and read with some of our struggling young readers.</p> <p>We have partnered with SST 3 and Charter School Specialists to provide PD to our staff.</p> <p>We have partnered with Dr. Woodyly.</p> <p>Summer 2021 We developed a partnership with our parent volunteer organization for parents to come in and read with some of our struggling young readers.</p> <p>We have partnered with SST 3 and Charter School Specialists to provide PD to our staff.</p> <p>We have partnered with Dr. Woodyly.</p> <p>2021-2022 Euclid Preparatory will continue to utilize our parent organization for parent volunteers to read and assist impacted students. Euclid Prep is beginning a partnership with Equity Matters, a consulting firm, that will work with the principal and teachers on providing equity for all impacted. We will also continue to seek additional resources and partnerships.</p> <p>2022-2023 Euclid Preparatory will continue to utilize our parent organization for parent volunteers to read and assist impacted students. Euclid Prep is beginning a partnership with Equity Matters, a consulting firm, that will work with the principal and teachers on providing equity for all impacted. We will also continue to seek additional resources and partnerships.</p>
Alignment	<p>Spring 2021 The plans mentioned are directly aligned to our academic plans as outlined in our Reading Improvement Plan, CCIP grant and Literacy Plan. The school closely monitors the growth and achievement of all students as outlined in each individual plan. We use our plans as the framework to make decisions.</p> <p>Summer 2021 The plans mentioned are directly aligned to our academic plans as outlined in our Reading Improvement Plan, CCIP grant and Literacy Plan. The school closely monitors the growth and achievement of all students as outlined in each individual plan. We use our plans as the framework to make decisions.</p> <p>2021-2022 The plans mentioned are directly aligned to our academic plans as outlined in our Reading Improvement Plan, CCIP grant and Literacy Plan. The school closely monitors the growth and achievement of all students as outlined in each individual plan. We use our plans as the framework to make decisions.</p> <p>2022-2023 We anticipate that our academic strategies to support students will continue to evolve as we monitor student progress and adjust the strategies as needed.</p>

Resources and Budget	<p>The resources needed to make the plans happen will be;</p> <ul style="list-style-type: none"> ● additional staff for special education and Title services ● additional supplemental curriculum ● additional technology ● professional development trainings for teachers <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. \$280,000.</p>
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Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021</p> <p>The school utilizes various methods to identify students with specific social and emotional needs and concerns.</p> <ul style="list-style-type: none"> ● community liaison ● partnership with family first ● home visits for virtual students ● We make sure our student interacts with each other even if it is virtually to continue the human connection.
	<p>Summer 2021</p> <p>Euclid Prep offers a Summer School program to increase our contact point with our students to check in with them.</p>
	<p>2021-2022</p> <p>During the 2021-2022 school year, we will continue to use our partnerships to help us identify students who may need additional social emotional supports.</p> <ul style="list-style-type: none"> ● community liaison ● partnership with Family First ● We make sure our student interacts with each other even if it's virtually to continue the human connection.
	<p>2022-2023</p> <p>During the 2021-2022 school year, we will continue to use our partnerships to help us identify students who may need additional social emotional supports.</p> <ul style="list-style-type: none"> ● community liaison ● partnership with Family First ● We make sure our student interacts with each other even if it's virtually to continue the human connection.

Approaches for Impacted Students	<p>Spring 2021</p> <p>School utilizes various methods to support students with specific social and emotional needs and concerns.</p> <ul style="list-style-type: none"> • We have a community liaison who connect families with community resources. • We have a partnership with family first which provides counseling services. • Mentoring programs for boys and girls. • We have home visits for virtual students. • We make sure our student interacts with each other even if it is virtually to continue the human connection. • SEL curriculum and program for all students
	<p>Summer 2021</p> <p>Euclid Prep offers a Summer School program to increase academic and social and emotional well-being of students. Summer carnivals and school supply giveaways will also occur.</p>
	<p>2021-2022</p> <p>Euclid Prep utilizes various methods to support students with specific social and emotional needs and concerns.</p> <ul style="list-style-type: none"> • We have a community liaison who connect families with community resources. • We have a partnership with family first which provides counseling services. • Mentoring programs for boys and girls. • We have home visits for virtual students. • We make sure our student interacts with each other even if it is virtually to continue the human connection. • SEL curriculum and program for all students
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Professional Learning Needs	<p>Spring 2021</p> <p>Additional professional development on SEL delivery PD on trauma informed instruction</p>
	<p>Summer 2021 -</p> <p>The School will utilize outside professional developments centered around equity and social and emotional needs of the students. We have a partnership with Dr. Shaun Woodly who engages in professional learning for our staff. The school also utilizes the social and emotional curriculum provided to teachers.</p>
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	<p>emotional needs of the students. We have a partnership with Dr. Shaun Woodly who engages in professional learning for our staff. The school also utilizes the social and emotional curriculum provided to teachers.</p> <p>2022-2023 The School will utilize outside professional developments centered around equity and social and emotional needs of the students. We have a partnership with Dr. Shaun Woodly who engages in professional learning for our staff. The school also utilizes the social and emotional curriculum provided to teachers.</p>
Partnerships	<p>Spring 2021 Euclid Prep has a continued partnership with Family First's Dr. Shaun Woodly, and we will be incorporating a mentoring program for our Middle school girls and boys. We will continue to do home visits for our students. We also assist our families with basic needs such as clothes, shoes, housing etc.</p>
	<p>Summer 2021 We have a continued partnership with Family First's Dr. Shaun Woodly, and we will be incorporating a mentoring program for our Middle school girls and boys. We will continue to do home visits for our students. We also assist our families with family needs such as clothes, shoes, housing etc.</p>
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Alignment	<p>Spring 2021 All plans align by directly promoting the deliverables within our Wellness Plan. They all promote and increase student's wellness and social emotional needs in the CCIP and all other related plans.</p>
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	<p>2022-2023 All plans align by directly promoting the deliverables within our Wellness Plan. They all promote and increase student's wellness and social emotional needs in the CCIP and all other related plans.</p>
Resources and Budget	<p>The resources needed to make the plans happen are;</p> <ul style="list-style-type: none"> ● Building resources to promote safe learning environments. ● Community outreach programs and professional development trainings for teachers. <p>Budget: The Academy will use both ESSER II and Student Wellness to hire a position to support student mental health. \$125,000</p>

