



Learning Recovery and Extended Learning Plan

District Name:	Youngstown Academy of Excellence
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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, Youngstown Academy of Excellence 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, i-Ready 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. 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 being 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	<p>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. In grades K-3, we use Heggerty to identify Phonemic Awareness deficits and drive instruction. Short Cycle Assessments are used bi-weekly to check for understanding of mastered standards and guide further intervention. The Response to Intervention (RTI) process is in place for our K-8 students that need more intervention and support to be successful in school. Along with RTI, our K-3 students that are off track for their grade level skills, are put on a Reading Intervention and Monitoring Plan (RIMP) to close the gaps in their learning. This crucial information forms the basis for the supports we provide students.</p>
	<p>Summer 2021 In summer school, we will use the i-Ready program to monitor student growth.</p>
	<p>2021-2022 We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. For students enrolled at the school last year, we will have two years' worth of data to continue to identify students' learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed. In grades K-3, Heggerty will be used to identify Phonemic Awareness deficits and drive instruction. Short Cycle Assessments will be in place bi-weekly to check for understanding of mastered standards and guide further intervention. The RTI process will be used for our K-8 students that need more intervention and support to be successful in school. Along with RTI, our K-3 students that achieve the off-track status for their grade level skills, will be put on a RIMP to close the gaps in their learning.</p>
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Approaches to Support Impacted Students	<p>Spring 2021 We are currently screening students and identifying students that are most impacted. For those students, we are currently using the RTI process, small group instruction, and after school tutoring.</p>
	<p>Summer 2021 For the summer months, we plan on using i-Ready data to identify students' areas of weakness. These classes are contained in small groups and supported through evidence-based practices. Summer school is used as an intervention to avoid retention.</p>
	<p>2021-2022 We will continue screening students and identifying students that are most impacted. For those students, we will use the RTI process, small group instruction, and after school tutoring.</p>
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Professional Learning Needs	Spring 2021 The teachers were provided professional development on state testing protocols, schedule, and procedures.
	Summer 2021 Teachers are introducing or reviewing current programs in place, such as, UDL, Daily 3, Daily 5, and the gradual release model. We will also provide professional development in i-Ready and Mastery Connect.
	2021-2022 Teachers will complete professional developments on compliance training through Public School Works, Short Cycle Assessments, calculating PI to support student growth, and any other teacher needs that arise throughout the year.
	2022-2023 Teachers will complete professional developments on compliance training through Public School Works, Short Cycle Assessments, calculating PI to support student growth, and any other teacher needs that arise throughout the year.
Partnerships	Spring 2021 We do not have any consistent partnerships that support student academics at this time.
	Summer 2021 We will partner with other community schools in our network and with our sponsor. .
	2021-2022 We would like to explore partnerships with local churches for food drives, universities for tutors, and local business with local rewards for PBIS.
	2022-2023 Any connections made in 2021-2022 will be continued to further our connections to the community.
Alignment	Spring 2021 This plan directly correlates with our Wellness and Success plan, Reading Achievement Plan, and Literacy Plan.
	Summer 2021 This plan directly correlates with our Wellness and Success plan, Reading Achievement Plan, and Literacy Plan.
	2021-2022 This plan directly correlates with our Wellness and Success plan, Reading Achievement Plan, and Literacy Plan.
	2022-2023 This plan directly correlates with our Wellness and Success plan, Reading Achievement Plan, and Literacy Plan.
Resources and Budget	Additional staff for Tier II instruction and small group intervention support. Eureka Math consumable resources. More computers and headphones to support the growing number of students. Document cameras for the teachers to better model curriculum for the students. The Academy will coordinate the use of Title I, IIA, IV, IDEA, ESSER I, II, ARP ESSER and state

	<p>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. \$400,000</p>
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Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021 Our Building Leadership Team takes time to listen to teachers' concern about students that are showing signs of needed social emotional support. They work with the school's social emotional program called Second Step. All students have access to this curriculum and have an opportunity to be identified through observations of the classroom teacher, parents, and Second Step teacher.</p>
	<p>Summer 2021 Students that show signs during summer school can be identified by the teacher and families that are experiencing signs at home, can call the school for additional support.</p>
	<p>2021-2022 The school will continue to use teacher observations and the Second Step program to identify students' social and emotional needs.</p>
	<p>2022-2023 The school will continue to use teacher observations and the Second Step program to identify students' social and emotional needs.</p>
Approaches for Impacted Students	<p>Spring 2021 The school has a Social Emotional program called Second Step. All students are exposed to this curriculum throughout the year and are monitored through conversation with students and families. School staff identifies students displaying specific and concerning signs and referrers them to Red Zone.</p> <p>The school also has a partnership with the Red Zone to support individual student needs. The Red Zone has licensed therapists that come to the school and work with students that are in need and referred.</p>
	<p>Summer 2021 Families are given information to continue their progress with the Red Zone throughout the summer.</p>
	<p>2021-2022 The school will continue to use Second Step and Red Zone to identify and monitor students' social and emotional learning needs.</p>
	<p>2022-2023 The school will continue to use Second Step and Red Zone to identify and monitor students' social and emotional learning needs.</p>
Professional Learning Needs	<p>Spring 2021 Continue to provide support for teachers through the Second Step program and support teachers</p>

	<p>in monitoring students that are showing distress in class and may have anxiety due to upcoming testing.</p> <p>Summer 2021 Teachers will review and train with our Second Step program to start the school year confidently.</p> <p>2021-2022 Teachers will maintain Second Step program training.</p> <p>2022-2023 Teachers will maintain Second Step program training.</p>
Partnerships	<p>Spring 2021 Youngstown Academy of Excellence partners with the Red Zone to provide internal counseling to foster a better environment for students. Red Zone provides licensed counselors that come into the building and give the referred students sessions. If the counselors are not in session and a student would benefit from a conversation, the counselors are there for support.</p> <p>Summer 2021 Refer students that show signs during summer school or if parents call the school with concerns.</p> <p>2021-2022 Continue to foster a relationship with Red Zone to meet the needs of our students and address any concerns that arise during the school year.</p> <p>2022-2023 Continue to foster a relationship with Red Zone to meet the needs of our students and address any concerns that arise during the school year.</p>
Alignment	<p>Spring 2021 This plan directly correlates with our Wellness and Success plan, as well as, our Safety Plan by identifying and monitoring students' mental health.</p> <p>Summer 2021 This plan directly correlates with our Wellness and Success plan, as well as, our Safety Plan by identifying and monitoring students' mental health.</p> <p>2021-2022 This plan directly correlates with our Wellness and Success plan, as well as our Safety Plan by identifying and monitoring students' mental health.</p> <p>2022-2023 This plan directly correlates with our Wellness and Success plan, as well as our Safety Plan by identifying and monitoring students' mental health.</p>
Resources and Budget	<p>If our need for more counselors outweighs the counselors Red Zone has available. We would like to get a full-time counselor on our staff.</p> <p>With an influx of students or classrooms, we may need to purchase additional Second Step curriculum.</p> <p>Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$75,000</p>

