



Learning Recovery and Extended Learning Plan

District Name:	Marion Preparatory Academy
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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, Marion 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: Hybrid

Students come to the school building on two specified days per week. Virtual teachers facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. 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 was also used by our Title I teachers and those that support our English Learners. Regular communication occurs with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through the Canvas platform, phone calls, text messages, video conferencing or other means.

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

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

Identifying 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. This crucial information forms the basis for the support we provide students.</p> <p>We also used our bi-weekly to weekly short cycle assessment data to determine if instruction was working along with our after school tutoring program.</p>
	<p>Summer 2021 Summer tutoring will not be offered this year. Instead we will plan for an earlier start with after school tutoring.</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.</p> <p>We will continue to use short cycle assessments to inform instruction and determine if the strategies from in class instruction and after school tutoring are being effective.</p>
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Approaches to Support Impacted Students	<p>Spring 2021 Currently, after school tutoring is offered to all students. We also are using the RTI process to identify and work with students that are struggling.</p>
	<p>Summer 2021 See prior comment on Summer School.</p>
	<p>2021-2022 For this school year, we will begin the year with after school tutoring immediately in place for all interested families. This will continue to the end of the year. Students will be given reading and math intervention packets over major breaks. The year will conclude with summer tutoring available to all students.</p>
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Professional Learning Needs	<p>Spring 2021 Professional development is planned for the summer prior to students coming back focused on gap closing.</p>
	<p>Summer 2021 Professional development during the summer will consist of topics to improve student achievement and closing the gap for students that are behind. Staff will learn about differentiation, RTI, analyzing data for instruction, Tier 2 and 3 instruction, unpacking the standards, and special education modifications and accommodations in the general education classroom.</p>
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	<p>data for instruction, Tier 2 and 3 instruction, unpacking the standards, and special education modifications and accommodations in the general education classroom.</p> <p>2022-2023 Professional development during the summer will consist of topics to improve student achievement and closing the gap for students that are behind. Staff will learn about differentiation, RTI, analyzing data for instruction, Tier 2 and 3 instruction, unpacking the standards, and special education modifications and accommodations in the general education classroom.</p>
Partnerships	<p>Spring 2021 We currently partner with the boys and girls club for after school programming and tutoring as well as Ohio Guidestone for counseling services. We also have partnered with St. Vincent for development in trauma informed care.</p>
	<p>Summer 2021 We will continue to work with our current partners and work to create new ones with The Ohio State University Marion Campus to build relationships with those in the education department to offer more tutoring here at the building.</p>
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Alignment	<p>Spring 2021 Our plans to continue after school tutoring and then summer school connect directly to the CCIP in providing extra academic supports throughout the year to help all students continue to make academic growth.</p>
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	<p>2021-2022 Our plans to continue after school tutoring and then summer school connect directly to the CCIP in providing extra academic supports throughout the year to help all students continue to make academic growth. Support will also be provided during the summer to allow for extra testing opportunities for those who do not reach the requirement for the third grade reading guarantee and provide an extra opportunity for those students as well to receive additional small group tutoring.</p>
	<p>2022-2023 Our plans to continue after school tutoring and then summer school connect directly to the CCIP in providing extra academic supports throughout the year to help all students continue to make academic growth. Support will also be provided during the summer to allow for extra testing opportunities for those who do not reach the requirement for the third grade reading guarantee and provide an extra opportunity for those students as well to receive additional small group tutoring.</p>
Resources and Budget	<p>Staff will be needed for after school and summer school programs. Use of Title funds to support the programs will be needed as well. A summer school curriculum to either be purchased with Title or general funds would be useful.</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 & ARP ESSER 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</p>

	licensed teachers and purchase supplemental curriculum and progress monitoring tools. \$20,000
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Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021 –</p> <p>Students where there are social emotional concerns can be referred by staff to Ohio Guidestone after contact has been made with parents. Parents can also request a referral.</p>
	<p>Summer 2021 –</p> <p>There will not be a summer program this year. During recruitment, staff is available to speak with parents regarding any concerns for students related to social and emotional needs. If needed, referrals are able to be made throughout the summer to Ohio Guidestone for support.</p>
	<p>2021-2022 –</p> <p>During the school year, the PBIS/SEL committee is dedicated to addressing needs of students as well determining what supports should be in place for students. Students having more specialized emotional needs can also be supported through the RTI committee if referred for behavioral concerns. Supports are planned by the team and tracked through observation and data collection to determine next steps. Students can still be referred for outside counseling services through Ohio Guidestone.</p>
	<p>2022-2023 –</p> <p>During the school year, the PBIS/SEL committee is dedicated to addressing needs of students as well determining what supports should be in place for students. Students having more specialized emotional needs can also be supported through the RTI committee if referred for behavioral concerns. Supports are planned by the team and tracked through observation and data collection to determine next steps. Students can still be referred for outside counseling services through Ohio Guidestone.</p>
Approaches for Impacted Students	<p>Spring 2021 –</p> <p>Students with social emotional needs can be referred through RTI. Students with identified emotional needs are supported with the intervention staff. Students that just have a need for additional support can be referred to Ohio Guidestone for additional services.</p>
	<p>Summer 2021 –</p> <p>Referrals through summer enrollment will be flagged for the upcoming school year unless there is a need for immediate referral for outside counseling services. Those will be sent throughout the year.</p>
	<p>2021-2022 - Students with social emotional needs can be referred through RTI. Students with identified emotional needs are supported with the intervention staff. Students that just have a need for additional support can be referred to Ohio Guidestone for additional services. Efforts will be made to connect with more community resources including those for wrap around services as well as family resources such as food banks and shelters.</p>
	<p>2022-2023 - Students with social emotional needs can be referred through RTI. Students with identified emotional needs are supported with the intervention staff. Students that just have a need for additional support can be referred to Ohio Guidestone for additional services. Efforts will be made to connect with more community resources including those for wrap around services as well as family resources such as food banks and shelters.</p>
Professional Learning Needs	<p>Spring 2021 –</p> <p>There are no plans for SEL pd during this time apart from informal building level discussions.</p>

	<p>Summer 2021 –</p> <p>The Academy plans to obtain a full curriculum for SEL and obtain training through St. Vincent for additional training in trauma informed care, restorative justice, and working with students with emotional disabilities.</p> <p>2021-2022 –</p> <p>The Academy will continue ongoing training for SEL, trauma informed care, restorative justice, and working with students with emotional disabilities.</p> <p>2022-2023 –</p> <p>The Academy will continue ongoing training for SEL, trauma informed care, restorative justice, and working with students with emotional disabilities.</p>
Partnerships	<p>Spring 2021 –</p> <p>Ohio Guidestone St. Vincent</p> <p>Summer 2021 –</p> <p>Ohio Guidestone St. Vincent</p> <p>2021-2022 –</p> <p>Ohio Guidestone St. Vincent Heart of Ohio Homeless Shelter NAMI Job and Family Services The Ohio State University Marion Campus</p> <p>2022-2023 –</p> <p>Ohio Guidestone St. Vincent Heart of Ohio Homeless Shelter NAMI Job and Family Services The Ohio State University Marion Campus</p>
Alignment	<p>Spring 2021</p> <p>This plan aligns with other required plans as it focuses on increasing student achievement and providing them more opportunities for extended learning through after school tutoring. We also are focused on providing our students and families support with social emotional needs.</p> <p>Summer 2021</p> <p>The plan is aligned to other required plans by providing staff with the appropriate training through the summer to meet the needs of our students beginning in fall of 2021.</p> <p>2021-2022</p> <p>This plan aligns with other required plans as it focuses on increasing student achievement and providing them more opportunities for extended learning through after school tutoring. We also are focused on providing our students and families support with social emotional needs as well as support for mental health, homelessness and resources such as job and family services.</p> <p>2022-2023</p>

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Resources and Budget	<p>We need an SEL curriculum, partner agencies to come in and provide necessary training, opportunities for partner agencies to attend family nights and open houses to provide families with the necessary information to assist when needed, we also need staff and use of Title I funds for after school and summer school programming.</p> <p>Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$50,000</p>