



Learning Recovery and Extended Learning Plan

District Name:	STEAM Academy of Warren
District Address:	261 Elm Road NE Warren, Ohio 44483
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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, STEAM Academy of Warren 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 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. 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	<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 supports we provide students.</p> <p>In K-3 we use Heggerty's screeners for phonemic awareness and to drive instruction. We also use short cycle assessments bi-weekly to check for understanding of mastered standards and guide further intervention. We use our Reading Intervention Monitoring Plan (RIMP) plans to guide interventions K-3. We use the Response to Intervention (Rti) K-8 to monitor and develop more intensive interventions to support students who are off-track for grade level skills.</p>
	<p>Summer 2021 We will use i-Ready to monitor growth over the summer.</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>In K-3 we continue to use Heggerty's screeners for phonemic awareness and to drive instruction. We also continue to use short cycle assessments bi-weekly to check for understanding of mastered standards and guide further intervention. We will also continue to use our Reading Intervention Monitoring Plan (RIMP) plans to guide interventions K-3. We will use the Response to Intervention (Rti) K-8 to monitor and develop more intensive interventions to support students who are off-track for grade level skills.</p>
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Approaches to Support Impacted Students	<p>Spring 2021 The Academy will continue to actively assess students throughout the year, using i-Ready and short cycle assessments. We support those students who are identified as off-track. We are currently using small groups, Rti, fall and spring tutoring for interventions.</p>
	<p>Summer 2021 The Academy will identify students in the spring by using i-Ready, short cycle assessments, and report cards to attend summer school. We will use summer school as an invention to avoid retention. We will utilize small group and hands-on approaches during the summer, using short cycle assessments and i-Ready to measure growth.</p>
	<p>2021-2022 The Academy will continue to assess students throughout the year, using i-Ready and short cycle assessments. We will support those students who are identified as off-track. We will use small groups, Rti, fall and spring tutoring for interventions.</p>

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Professional Learning Needs	<p>Spring 2021 The Academy participates in ongoing professional development in online instruction, data driven instruction and student assessments.</p>
	<p>Summer 2021 Teachers will be introduced to or will review current practices in place (e.g., UDL, Daily 5, Daily 3, i-Ready, Mastery Connect, Heggarty).</p>
	<p>2021-2022 The Academy will use Public School works for all teacher/staff compliance training throughout the year. Will review/teach short cycle assessments and use PI to measure growth throughout the year.</p>
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Partnerships	<p>Spring 2021 The Academy will partner with our sponsor, ESC and network community schools.</p>
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	<p>2022-2023 The Academy plans on continuing to strengthen those connections made and to develop other connections as well.</p>
Alignment	<p>Spring 2021 This plan was created to be consistent with the Wellness and Success plans, remote learning plans, CCIP-related plans, graduation plans CAP, Reading Improvement Plan, and Literacy Plan in mind.</p>
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	<p>2021-2022 This plan was created to be consistent with the Wellness and Success plans, remote learning plans, CCIP-related plans, graduation plans CAP, Reading Improvement Plan, and Literacy Plan in mind.</p>
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Resources and Budget	<p>Additional staff for tier II intervention. We also want to implement Bridges Math Curriculum K-5 so there is a common language in Math. The Academy will need more Chrome Books, teacher computers, another printer (color). headphones, and more document projectors.</p> <p>The Academy will coordinate the use of Title I, IIA, IV, IDEA, ESSER I, II, ARP ESSER and state</p>

	<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. \$370,000</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 of having social and emotional needs 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 Academy will continue with the Second Step SEL program. Will also provide a counseling service daily to support students individually and in small groups. Will develop a welcome wagon at the beginning of the year to help students adjust to the new school.</p>
	<p>2022-2023 - The Academy will continue with the Second Step SEL program. Will also provide a counseling service daily to support students individually and in small groups.</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>Summer 2021 - We will reach out to Red Zone to express interest in their program for the 2021-2022 school year.</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 – The Academy will continue to provide support for teachers through the Second Step program and support teachers 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 review and train with our Second Step program to start the school year confidently.</p>
	<p>2022-2023 – Teachers will review and train with our Second Step program to start the school year confidently.</p>
Partnerships	<p>Spring 2021 – The Academy will reach out to Red Zone to express interest in their program for the 2021-2022 school year.</p>
	<p>Summer 2021 – During the summer, we will begin to prepare a room for the counselling session and put in place any needed training and information for the staff to use their services.</p>
	<p>2021-2022 – Continue to foster the relationship built with Red Zone to meet the needs of our students and address any other concerns that arise during the year.</p>
	<p>2022-2023 – Continue to foster the relationship built with Red Zone to meet the needs of our students and address any other concerns that arise during the 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>
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Resources and Budget	<p>The Academy would like to include a full-time guidance counselor to our staff to address student needs for the 2021-2022 school year and beyond. Also, with an increase of students we would need to purchase more Second Step Curriculum.</p> <p>Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$125,000</p>