



Learning Recovery and Extended Learning Plan

District Name:	Capital Collegiate Preparatory Academy
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District IRN:	017537

Beginning in March 2020, education in the United States, and the world, changed dramatically due to the COVID-10 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, Capital Collegiate 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: Blended

Students come to the school building on two specified (Monday-Tuesday) 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 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 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-6. 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>We give short cycle assessments every other week that allowed us to see the growth students were making on individual standards and create a plan for reteaching.</p> <p>In addition, there are clear RIMPs in place for all K-3 students for literacy based on the data above and the fall 3rd grade state testing data. We also have RTI in place for all grades that allow us to create and monitor interventions and utilize our Title I teacher for small groups.</p>
	<p>Summer 2021 We will continue to use both iReady, IXL, and short cycle assessment to measure students' performance during the summer</p>
	<p>2021-2022 We will continue to use the i-Ready comprehensive assessment system for our students in grades K-12. 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 continue to use bi-weekly research based assessments to track the effectiveness of our teaching and our students growth. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.</p> <p>We will also monitor our RTI plan to see if adjustments need to be made.</p>
	<p>2022-2023 Short cycle assessment and iReady will continue to be the foundational measure for student success and performance into the foreseeable future.</p>
Approaches to Support Impacted Students	<p>Spring 2021 We are currently assessing and moving students through the RTI process in order to identify struggling students and provide targeted interventions in order to help close the gaps. In addition, we are providing small group instruction both within the class and for many student small group pullouts. Our teachers are also providing afterschool tutoring and Reading bags are being sent home for our early readers. We are using Leveled Literacy Instruction (LLI) and Corrective Math to provide research based interventions for our students who need additional academic support.</p>
	<p>Summer 2021 We are planning to have summer school for all students being a combination of our school and staff and or working with one of our community partners (Eckerd) where they provide summer learning at our building</p>
	<p>2021-2022 Our plan is to communicate with the families of the students most at risk to participate in summer learning activities in order to close the education gap. This will provide smaller more intimate setting for learners to have the ability to get individualized attention and support with academic growth.</p>
	<p>2022-2023 The plan will be very similar to this time frame with continued support to our students needing the most support.</p>
Professional Learning Needs	<p>Spring 2021 Our spring will consist of PD around using the data, and student progress monitoring.</p>
	<p>Summer 2021</p>

	<p>Our summer will consist of planning for the upcoming school year with the main focus on driving academics and increasing the academic curve for all student in the building. We will also focus on lesson delivery, differentiating instruction, using data to help drive progress.</p> <p>2021-2022 During this period, we are really going to be focusing on the OTES framework and lesson delivery. One of our biggest focus points will be ensuring that at least 80% of our students are performing academically on grade level and developing interventions for the other 20% to get there as well.</p> <p>2022-2023 Our plan for this time frame will look similar to the year previous until we are able to maintain grade level performance through the school.</p>
Partnerships	<p>Spring 2021 We partner with Rickenbacker Woods who provides afterschool tutoring provided by Capital University students as part of their programming.</p> <p>Summer 2021 Will continue to partner with Eckerd and Rickenbacker Woods. Through our partnership with Eckerd, we are able to provide an 8-week summer programming focusing on academic enrichment and performing arts.</p> <p>2021-2022 We will continue to utilize and build community partnerships in effort to help with the advancement of our scholars. We have many opportunities with our community partners to help, we will have to be very specific on what areas we need the most support and what the support would look like from our partners. With CCPA being a community school in an community with plenty of support, getting out and being involved as a school will not only help solidify partnerships but also grow them. We plan to continuing partnering with Eckerd to provide an after school program that will tutor students.</p> <p>2022-2023 This time frame will also look very similar with the exception of being a year more mature with the expectations of the partnerships being stronger. We will also be looking for partnerships outside of our direct community for support as we become a more widely known and in betted in various communities and support groups.</p>
Alignment	<p>Spring 2021 These plans align with our grants as we have outlined tutoring and summer school in our Title I programming and in use of our ESSR funds. We are utilizing a schedule and curriculum that align with our literacy plan and our school improvement plan. By implementing a strong RTI process with research based interventions, we have been able to stay in alignment with sponsor and state documents.</p> <p>Summer 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> <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. We will utilize iReady, LLI, and Corrective Math.</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 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. \$140,000</p>
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Approaches to Identify and Address Students' Social & Emotional Needs

<p>Identifying Impacted Students</p>	<p>Spring 2021</p> <p>Students where there are social emotional concerns can be referred by staff to Family Solutions after contact has been made with parents. Parents can also request a referral.</p> <p>Students can also be referred to the RTI process to ensure we are putting in interventions daily and monitoring how those interventions work in the classroom setting. Additionally, the Principal meets with families face to face, via phone, and through home visits to ensure the emotional safety of our students.</p>
	<p>Summer 2021</p> <p>We will work with Eckerd this year for an 8 week summer school program. As part of this program, there is a behavioral specialist on staff who meets with kids throughout the day. In addition, 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 Family Solutions or St. Vincent's Family Center for support.</p>
	<p>2021-2022</p> <p>During the school year, 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 Family Solutions or St. Vincent's Family Center.</p>
	<p>2022-2023</p> <p>During the school year, 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 Family Solutions or St. Vincent's Family Center</p>
<p>Approaches for Impacted Students</p>	<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>We will work with Eckerd this year for an 8 week summer school program. As part of this program, there is a behavioral specialist on staff who meets with kids throughout the day. In addition, 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 Family Solutions or St. Vincent's Family Center for support.</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 Family Solutions or St. Vincent’s Family Center 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 Family Solutions or St. Vincent’s Family Center 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>Professional Learning Needs</p>	<p>Spring 2021 There are no plans for SEL pd during this time</p>
	<p>Summer 2021 Plan to obtain full curriculum for SEL and obtain training through St. Vincent for additional training in trauma informed care, restorative justice, cultural competency and working with students with emotional disabilities.</p>
	<p>2021-2022 Continue ongoing training for SEL, trauma informed care, restorative justice, cultural competency and working with students with emotional disabilities.</p>
	<p>2022-2023 Continue ongoing training for SEL, trauma informed care, restorative justice, cultural competency and working with students with emotional disabilities.</p>
<p>Partnerships</p>	<p>Spring 2021 – We are working with Family Solutions and St. Vincent’s Family Center which are community based social services organizations. They provide counseling and crisis intervention for scholars and their family. We also work with Eckerd who provides an 8 week summer program and after school services for our students with a SEL focus.</p>
	<p>Summer 2021 We are working with Family Solutions and St. Vincent’s Family Center which are community based social services organizations. They provide counseling and crisis intervention for scholars and their family. We also work with Eckerd who provides an 8 week summer program and after school services for our students with a SEL focus.</p>
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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. These needs are supported through funding in the CSP and ESSR grants, along with the Student Wellness Grant.</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> <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>
Resources and Budget	<p>The Academy will use Student Wellness to contract a local agency to provide support for student mental health. \$35,000</p>