

Learning Recovery & Extended Learning Plan

District Name:	Village Preparatory School Woodland Hills, Breakthrough Public Schools
District Address:	9201 Crane Avenue, Cleveland OH 44105
District Contact:	John McBride
District IRN:	013034

On February 9, 2021, Governor DeWine asked schools and districts to work with their communities and educational stakeholders to help students continue to advance academically and to make up for any learning that may have been lost or delayed due to the coronavirus pandemic and related disruptions.

“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”

Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day or instituting summer programs, tutoring, remote options, and other remedial or supplemental activities.

Plans should address, but are not limited to, the following key components:

- **Impacted Students:** How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
- **Needs Assessment:** How will schools and districts identify the needs of those students?
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
- **Approaches:** What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring, and remote options.)
- **Partnerships:** Which local and regional partners (such as Educational Service Centers, Information Technology Centers, libraries, museums, after-school programs, or civic organizations) can schools and districts engage in supporting student needs?
- **Alignment:** How can this plan reinforce and align to other district or school plans? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.

Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners including their Educational Service Center and other regional and community-based partners. Each district or school should consider a wide range of representation and voices from district and community stakeholders in planning for learning recovery and extended learning opportunities.

The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

This template has been designed to assist districts in meeting and exceeding this requirement and in supporting their long-term instructional planning efforts. Please refer to the [Planning Support Document](#) at the end of this template for guiding questions and resources.

Questions, comments and concerns can be emailed to: ExtendedLearning@education.ohio.gov

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[ODE's Planning for Extended Learning FAQ's](#)



Identifying Academic Needs

Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
Considerations: <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> <ul style="list-style-type: none"> - <i>Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</i> - <i>Core Questions to Consider:</i> <ul style="list-style-type: none"> - <i>What do students need to know?</i> - <i>How do we know if they've learned it?</i> - <i>How do we intervene for those students who have not learned it?</i> - <i>How do extend other opportunities for those who have learned it?</i> 		Budget
Spring 2021	<ul style="list-style-type: none"> • Administer and Analyze norm-referenced and criterion-referenced I-Ready diagnostic testing • Administer and Analyze Internal unit assessment data • Administer and Analyze Amira fluence and decoding screener 	\$64,000
Summer 2021	N/A	
2021 - 2022	<ul style="list-style-type: none"> • Grades K-2: Administer and analyze DIBELS assessment results, 3X a year • Administer and Analyze norm I-Ready diagnostic testing, 3X a year • Administer and Analyze Internal unit assessment data, after each unit 	\$4,000

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2022 - 2023	<ul style="list-style-type: none"> • Grades K-2: Administer and analyze DIBELS assessment results, 3X a year • Administer and Analyze norm I-Ready diagnostic testing, 3X a year • Administer and Analyze Internal unit assessment data, after each unit 	\$6,000
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Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i></p>	
Considerations: <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> <ul style="list-style-type: none"> - <i>Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</i> - <i>Core Questions to Consider:</i> <ul style="list-style-type: none"> - <i>What do students need to know?</i> - <i>How do we know if they’ve learned it?</i> - <i>How do we intervene for those students who have not learned it?</i> - <i>How do extend other opportunities for those who have learned it?</i> 	Budget	
Spring 2021	<ul style="list-style-type: none"> • Personalized Pathways: <ul style="list-style-type: none"> ○ Use self-directed I-Ready instruction for remediations and acceleration ○ Leverage Small Group Instruction to drive remediation of priority grade-level skills and standards • Strong Tier I Instruction: <ul style="list-style-type: none"> ○ Coach and develop our teachers to deliver strong grade-level Tier I instruction that is researched-aligned 	N/A
Summer 2021	<ul style="list-style-type: none"> • Explore partnership with: <ul style="list-style-type: none"> ○ Open Doors Academy ○ National Summer School Institute (NSSI) ○ Teach for America Summer School program 	\$850,000

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<p>2021 - 2022</p>	<ul style="list-style-type: none"> ● Personalized Pathways: <ul style="list-style-type: none"> ○ Use self-directed I-Ready instruction for remediations and acceleration <ul style="list-style-type: none"> ■ Self-Directed: Students automatically receive personalized online lessons based on their unique needs informed by the Diagnostic. ■ Grade-level based: Students automatically receive online lessons covering appropriate grade-level content. ■ Teacher-driven: Students receive online lessons selected and manually assigned by an educator. ○ Leverage Small Group Instruction to drive remediation of priority grade-level skills and standards <ul style="list-style-type: none"> ■ 90-minutes per day of designated “Intervention” time ■ Use of research-aligned intervention curricula for students who need remediation in both Reading and Math during a dedication intervention/acceleration time within the day ■ Leverage resources within iReady teacher toolkit as well as Goalbook Pathways to ensure materials in front of students are research-based best practices ● Strong Tier I Instruction: <ul style="list-style-type: none"> ○ Coach and develop our teachers to deliver strong grade-level Tier I instruction that is researched-aligned ○ Leverage highly-rated curricula within our classrooms ○ Daily 75 minute grade-level aligned Math and Reading block ● Co-Teaching in Grades K-2 <ul style="list-style-type: none"> ○ Co-teachers will work together to be able to better differentiate and engage scholars within the same classrooms on a daily basis ● Bi-Weekly grade-level Instructional RTI meetings (with clear agendas) to identify, discuss, and respond to student achievement data 	<p>\$178,000</p>
<p>2022 - 2023</p>	<ul style="list-style-type: none"> ● Personalized Pathways: <ul style="list-style-type: none"> ○ Use self-directed I-Ready instruction for remediations and acceleration ○ Leverage Small Group Instruction to drive remediation of priority grade-level skills and standards <ul style="list-style-type: none"> ■ 90-minutes per day of designated “Intervention” time ■ Use of research-aligned intervention curricula for students who need remediation in both Reading and Math during a dedication intervention/acceleration time within the day ■ Leverage resources within iReady teacher toolkit as well as Goalbook Pathways to ensure materials in front of students are research-based best practices ● Strong Tier I Instruction: <ul style="list-style-type: none"> ○ Coach and develop our teachers to deliver strong grade-level Tier I instruction that is researched-aligned ○ Leverage highly-rated curricula within our classrooms ○ Daily 75 minute grade-level aligned Math and Reading block ● Co-Teaching in Grades K-2 <ul style="list-style-type: none"> ○ Co-teachers will work together to be able to better differentiate and engage scholars within the same classrooms on a daily basis ● Bi-Weekly grade-level Instructional RTI meetings (with clear agendas) to identify, discuss, and respond to student achievement data 	<p>\$180,000</p>

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Approaches to Identify Social & Emotional Needs

Impacted Students: *How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?*

Considerations:

- *Resources (Existing and Needed)*
- *Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)*
- *Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)*

Budget

Spring 2021

- Weekly Wellness Checks (led by Intervention Specialists and/or Deans of Culture) to assess student and family context
 - Wellness Checks will feed into Non-Instructional RTI discussions
- Daily touchpoints with advisory or homeroom to create community
- Weekly community meetings
- Counseling and support services available for all scholars

\$1,250,000

Summer 2021 Possible partnership with ODA to provide students social opportunities

\$800,000

2021 - 2022

- 30-minutes per day (minimum) of dedicated SEL time, using one of the 3 curriculums below:
 - Valor Compass
 - RULER
 - Second Step
- Partnerships with Guidestone, Catholic Charities, and PSI to provide crisis counseling (as needed)
- Partnership with Say Yes
- Mobilize an aligned, cross-network agenda for Counselor / Social Work department
- Ongoing wellness checks (led by Counselors, Intervention Specialists, and Deans of Culture) to assess student and family context
- Bi-Weekly grade-level Non-Instructional RTI meetings (with clear agendas) to identify, discuss, and respond to student data (attendance, infractions, extenuating family circumstance)
- 3-part Trauma-Informed Care professional development for teachers and leaders (led by Network Academic Team)
- 3-part Culturally Responsive Teaching professional development for teachers and leaders (led by Network Academic Team)

\$50,000

2022 - 2023

- 30-minutes per day (minimum) of dedicated SEL time, using one of the 3 curriculums below:
 - Valor Compass
 - RULER
 - Second Step
- Partnerships with Guidestone, Catholic Charities, and PSI to provide crisis counseling (as needed)
- Partnership with Say Yes
- Mobilize an aligned, cross-network agenda for Counselor / Social Work department
- Ongoing wellness checks (led by Counselors, Intervention Specialists, and

N/A

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	<p>Deans of Culture) to assess student and family context</p> <ul style="list-style-type: none">• Bi-Weekly grade-level Non-Instructional RTI meetings (with clear agendas) to identify, discuss, and respond to student data (attendance, infractions, extenuating family circumstance)	
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