



LEARNING RECOVERY & EXTENDED LEARNING PLAN

District Name: Wings Academy 1

District Address: 10615 Lamontier Avenue Cleveland, Ohio 44104

District Contact: April Perkins, School Principal

District IRN: 000736

Date: 04-01-21

2020-2021

LEARNING RECOVERY & EXTENDED LEARNING PLAN

Foundation:

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)?

10615 Lamontier Avenue Cleveland, Ohio 44104
Ofc: 216-812-0244 Fax: 216-812-0234
Web Address: www.wingsacademies.org

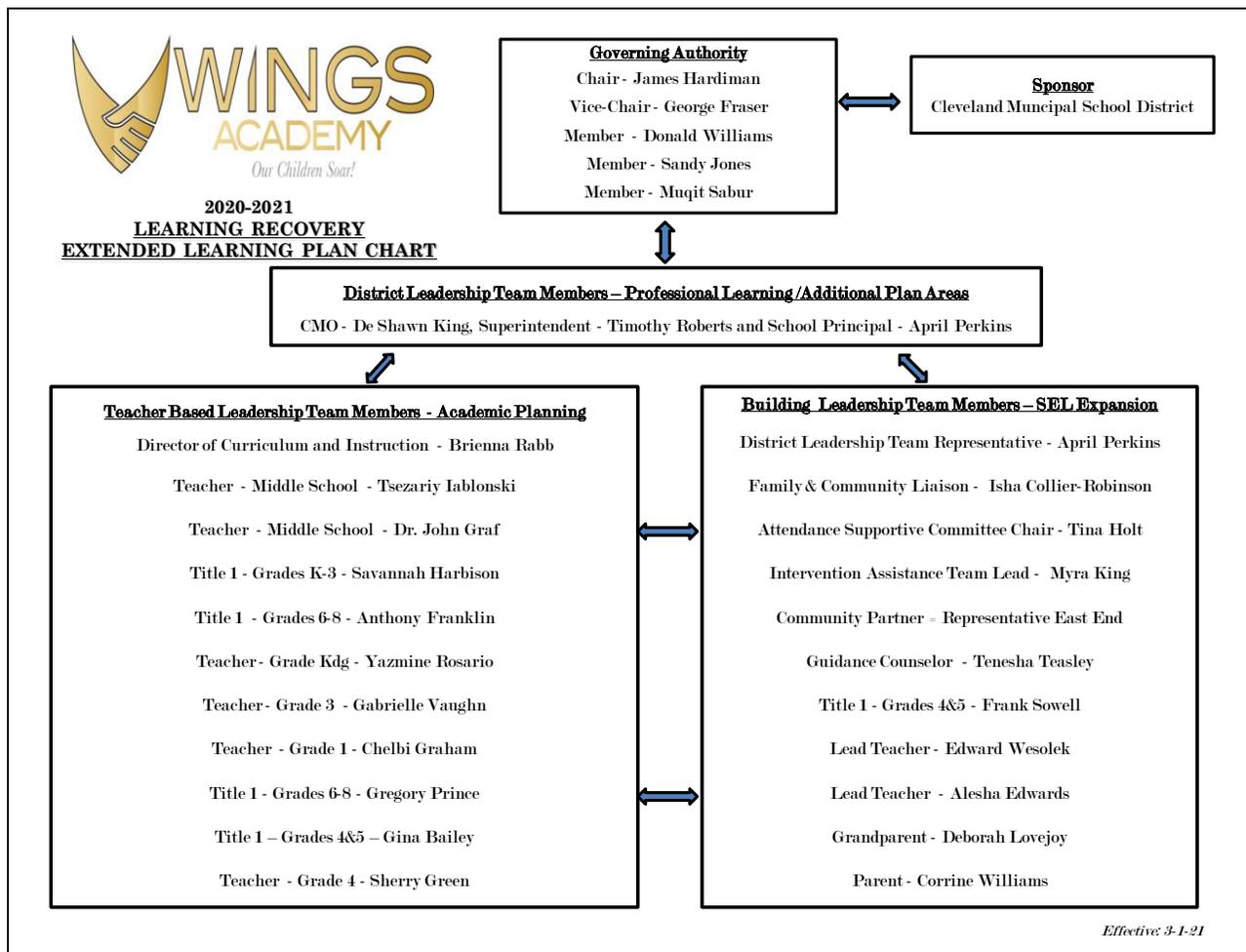
- **Needs Assessment:** How will schools and districts identify the needs of those students?
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
- **Approaches:** What approaches can best be deployed to address those needs? (This 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, 2021

Our Learning Recovery & Extended Learning Plan Overview

To meet the Governor’s charge; we implemented a Tiered Team-Based Approach (TTBA) based on the guidelines of the Ohio Department of Education (ODE) School Improvement Process (SIP) i.e. District Leadership Team (DLT), Building Leadership Team (BLT) and Teacher Based Leadership Team (TBLT) to include school personnel, parents, and community/district partners to develop, design and deliver a plan for learning recovery and extended learning for all enrolled students in preparation for the remainder of the current school year and beyond. See our 2020-2021 Learning Recovery & Extended Learning Plan tiered team-based organizational chart below:



Academic Planning

Our Impacted Students

Vulnerable and/or at-risk youth often encounter challenges in receiving a quality and equitable education. While any group of students identified through a needs assessment can be considered vulnerable or at-risk; federal data reporting requirements are helping districts to identify trends and opportunities to better support their most vulnerable and at-risk students. Federal guidelines urge districts to collect and analyze academic and community data to identify, implement and monitor evidence-based practices that will provide vulnerable and at-risk youth with the opportunity to thrive. Our district's responsive education system is committed to equity in education and will work to successfully partner with families and community members to identify and address the needs of each child. Those youth identified as vulnerable, disadvantaged and/or at-risk are listed below:

Our Vulnerable Youth - Students who often encounter challenges in receiving a quality and equitable education. Vulnerable youth may face many barriers, including traumatization, high mobility, and undiagnosed behavioral and health conditions. A total of seven groups of students are identified as vulnerable. i.e. Students with Disabilities, English Learners, Migrant, Homeless, Justice Involved, Foster Care and Military

Our Disadvantaged Youth - Title I, Part A as amended provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to ensure that all children meet challenging state academic standards. In general, federal funds must enhance, add to and supplement services and programs school-wide that are offered with state and local funds; federal funds may not be used to replace any services and programs that were offered, or would otherwise be offered, using state and local funds.

Our At-Risk Youth (Groups 1-3)

Group 1: Per the Ohio Department of Education Improving At-Risk K-3 Readers states reading is the foundation for all learning. As such, it's critical to find and address reading issues for a student as early as possible. The guarantee drives our attention to students in grades Kindergarten to third, identified as struggling readers to make sure they get the help they need to succeed in reading. As required, through this initiative, our district will diagnose reading issues, create individualized RIMPs and provide intensive reading interventions for any students identified as at-risk under this measure.

Group 2: Per Ohio Revised Code 3314.03, any students that were truant for more than 10% of the required attendance for the 2020-2021 school year; as well as failed two or more required curriculum subjects.

Group 3: According to IDEA 34 CFR §300.226 regulations; our district is using federal funds to provide for coordinated early intervening services for students who are not currently identified as having a disability; but who may need additional academic and behavioral supports to succeed.

Our Academic Needs Assessment

The school plans to identify academic needs via the various components noted below:

- Student performance data on assessments i.e. Northwest Evaluation Association (NWEA) Measure Academic Progress (MAP) and/or Study Island tri-semester benchmarks, weekly, formative and/or summative assessments, Ohio Department of Education (ODE) Diagnostics (screener and/or full measure) as well as the Kindergarten Readiness Assessment – Revised (KRA-R).
- Additional data i.e. attendance and participation patterns and teacher classroom observations i.e. informal and formal
- Family engagement via surveys with respect to level of importance of, intrinsic versus extrinsic motivation, creating an in-home quiet place to study, accessing student grades, understanding behavior plans and contracts, value of stricter classroom routines, training on basic technology, providing supplies as applicable, class and school newsletters, family focused workshops and seminars.
- Remote learning systems and the impact of the inability to access various on-line programs.
- 8th grade students eligibility for acceptance into high performing high schools
- Ohio State Test (OST) spring 2021 results for students in grades 3-8.
- Essential elements of determining instructional needs via teacher observations, familiarity of on-line curriculum and programs, utilization of weekly assessments to aide differentiation, variation of assignments that offered/assigned, structure of office hours, and teacher planning time.
- BLT and TBLT processes and/or agendas with respect to the following essential questions:
 - What students need to know- graded level blue-print standards “integrity and proper respect, formative assessment strategies, tech savvy (typing), proper study habits and skills, organizational skills, proper interactions with adults and authority, note taking, proper listening and communication skills”
 - How we know they learned it- Teacher observations and improvements on assessments.
 - How do we intervene for those who have not learned it- Interventions, progress reports (academic and behavioral), parent/teacher conferences, implement behavior codes on reports,
 - How do we extend opportunities for students who have learned it- Reward

systems, community service (in building, helping teachers), working in office, announcements

- School-wide use of evidence based in literacy and math supplemental resources i.e. use of vocabulary lists, visual aids on boards and in classrooms, representation of priority standards, tailoring monthly curriculum maps, use of blueprint standards and on-line supplemental programs.
- Level of guidance and support for special education services, including a review of the Intervention Assistance Team (IAT) process and current level of collaboration between general education teachers and special education teachers.
- Kindergarten Readiness, by providing readiness lists, readiness assessments, Kindergarten Readiness Assessment – Revised (KRA-R), behavior plans, motor skills, academic foundational skills, and social/ emotional development resources for prospective families.

Our Achievement Gap Closure

The data collection from our academic needs assessments will determine the schools' final plan with respect to narrowing student's academic gaps. The proposed components to narrow these 'gaps' are noted below:

- Fine tuning existing processes and supports such as more instructional services, stronger title 1 push ins and pull outs, quicker IAT turn around, smoother interventions, more TBLT meetings and regular analysis of data with teams, expand on TBLT meetings with push ins from curriculum specialists, more tangible evidence, and create small study groups for middle school.
- Increase student exposure via local and community partner programs, a minimum of (2) field-trips per marking period per grade, technology/ educational trainings, classroom management in a virtual setting and incentives
- Implement additional school-wide supplemental educational programs i.e., struggling readers, reading groups, pilot for gifted, technology, computer, grade specific readiness, extracurricular activities etc..
- Administration will utilize report cards, classroom evaluations and other evidence-based data to help to prioritize school-wide achievement gaps focus.
- BLT and TBLT will increase focus on a combination of existing process and procedures as well as establish new ideas to increase school wide performance
- BLT and TBLT will increase focus on an enhanced, coordinated integration of existing process and procedures as well as exploring new ideas methods and strategies to increase school wide performance.
- Create grade band SMART i.e. specific-measurable-attainable-relevant-time based goals per trimester to address specific class instructional planning gaps needs.

- Increase student incentives and rewards, including more extracurricular activities, challenging next grade level work, and peer-to-peer tutoring,
- Adopt use of student success plans to assess the “whole child” each marking period to include an academic, social/ emotional and connection to school-community profile
- Increase personalized learning opportunities such as independent study/ mandatory study hall, and a self-pacing curriculum options.
- Implement use of alternative literacy and math supplemental resources i.e. vocabulary lists, visual aids on boards and in classrooms, representation of priority standards, tailoring monthly curriculum maps, use of blueprint standards and on-line supplemental programs.
- Increased focus on positive family engagement to communicate clear instructional plans, continue one-calls, conferences, monthly newsletters, orientation fairs, syncing Google classroom with academic calendar, uniformity to progress reports, report cards, communication through platforms i.e. family calls with documentation “call logs”.
- Increase grade level communication in TBLT meetings to evaluate different lessons, strategies, topics, teacher communication through platforms, strengths and weakness cards (for students), and open communication with next grade teachers.
- Improve coordination with relevant community partners to support literacy, math, and social-emotional learning, library partnerships, special education teachers and/or other school teachers to reinforce a whole group lesson story and content, middle school mentoring program, i.e. Beaumont community service program, John Hay 9th grade counselors, East End Neighborhood House 21st Century grant program .
- Implement school wide incentive program (dances, pizza parties, gift cards, student dress down) award ceremonies every marking period, mini graduations for self-pacing programs and/or students meeting benchmarks (lunch and dress down certificates, celebrate select students throughout the school day, lunch with an administrator and/or franchise owner), and Pizza Hut reading program.
- Our impacted students will be reengaged by incorporating title 1 small groups and one-on-one to work, personal goal conversations, small status checks with established goals, formative status checks after instructional lessons, school-wide Friday as weekly assessment day to promote goal status checks and debriefing, seek input from students regarding required readings such as Epic books and audible provided by the school.
- Collaborations with vendors such as Educational Service Centers and the “Say Yes” program to teach specific skills will be utilized to increase support to our impacted students
- Implement supplemental “gap approaches” via vendor collaborations to assist with, teaching typing, reading across the board, writing across the board, morning

announcements with vocabulary, spelling bees, debate teams, academic competitions etc..

Our Competency/Credit Rubric

As indicated in the school's reopening plan, credit and grade level placement will be determined by the results students receive on their assigned tasks on the remote platforms for the balance of the 2020-2021 school year per the rubric listed below. This rubric will be revised based upon additional data analysis results obtained prior the start of the 2021-2022 school year. Assessment tools as referenced in the school's Comprehensive Plan will be utilized to track weekly, monthly and trimester datasheets. Alternative rubrics may be required per students' Individual Education Plan (IEP) goals.

Kindergarten – Grade 2 students with:

- 60% Participation/ Remote Attendance
- 60% Assignment completion
- 70% average on Formative and Summative assessments

Grades 3-5 students with:

- 70% Participation/ Remote Attendance
- 70% Assignment completion
- 70% average on Formative and Summative assessments

Grades 6-8 students with:

- 80% Participation/ Remote Attendance
- 80% Assignment completion
- 70% average on Formative and Summative assessments

Our Academic Assessment Goals

Spring 2021: Collect and analyze baseline MAP growth data in reading and math

Summer 2021: By August 2021; 70% of students in grades K-8 will demonstrate growth in reading and math by increasing their growth score on the MAP Reading assessment (which assesses multiple CCSS standards) by 2-4 points

2021-2022: By June 2022; 75% of students in grades K-8 will demonstrate growth in reading and math by increasing their growth score on the MAP Reading assessment (which assesses multiple CCSS standards) by 2-4 points

2022-2023: By June 2023; 80% of students in grades K-8 will demonstrate growth in reading and math by increasing their growth score on the MAP Reading assessment (which assesses multiple CCSS standards) by 2-4 points

Our Common Core Focus - Reading

As outlined by state testing reports; students with a projected score of basic/limited in reading typically display difficulty in the following areas by grade as indicated below:

- ~ Grades K-2: lack a firm foundation in phonics, grammar and vocabulary
- ~ Grade 3: identifying important details of a story, understanding the meaning of common words and phrases in a text, and stating a clear written opinion supported by facts
- ~ Grade 4: explaining a text, drawing simple conclusions, figuring out the meanings of basic words, organizing thoughts into writing, and showing command of the rules English
- ~ Grade 5: finding the main idea of a story, drama or poem, explaining how an author uses evidence for support and writing longer pieces with a logical order and supporting details
- ~ Grade 6: usings details to find the main idea of a text, summarizing a text, evaluating and forming opinions about ideas in a text and writing text that are clear and organized
- ~ Grade 7: finding the main idea or a text, evaluating an author's argument about specific ideas of a text, and organizing logical reasons and evidence when writing about a text
- ~ Grade 8: finding and tracing the development of the central idea of a text, summarizing a text, evaluating evidence in an argument and introducing ideas in a logical way

Our Common Core Focus - Math

As outlined by state testing reports; students with a projected score of basic/limited in math typically display difficulty in the following areas by grade as indicated below:

- ~ Grades K-2: lack a firm foundation of number sense, operations and vocabulary
- ~ Grade 3: solving two-step problems using addition, subtraction and multiplication facts, measurement, finding the perimeter and area and comparing fractions.
- ~ Grade 4: solving multi-step problems, converting large and small units, using perimeter and area formulas to make line plots
- ~ Grade 5: solving problems using fractions, mixed numbers and units of measure; add, subtract, multiply and divide decimals; use formulas of volume, and graph point on a coordinate grid
- ~ Grade 6: writing ratios, solving problems using variables, finding central values in data and finding volume using fractional lengths
- ~ Grade 7: writing and solving equations and inequalities, using scale drawings to solve problems, finding areas, surface area and volume figures; and using probability to figure out events
- ~ Grade 8: solving system equations, writing functions to describe relationships, using the Pythagorean Theorem to find unknown side lengths.

Social Emotional Expansion

We will determine school-wide social and emotional learning programs by utilizing the Ohio's Whole Child Framework adapted from the Association for Supervision and Curriculum Development (ASCD) Whole Child Framework. The emphasis being placed on the student's well being with support from the district, school, family, and community using a comprehensive approach. The overall goal is to address areas of concern: mental, behavioral, physical, health, wellness, nutrition, and safety needs of our students. We will also utilize the K-12 Ohio Social Emotional Learning Standards. The framework for Systematic Social and Emotional Learning defines five competencies within the Ohio Standards as listed below:

1. ***Self-Awareness*** – The ability to accurately recognize one's own emotions and thoughts, including how they relate to one's identity and culture and own emotions and thoughts and how they influence behavior. Self-awareness is the ability to accurately assess one's strengths and limitations with a sense of integrity, confidence and optimism.

2. ***Self-Management*** – The ability to navigate one's emotions, thoughts and behaviors across different situations while managing stress, controlling impulses and motivating oneself. Self-management includes the ability to set and work toward personal and academic goals.

3. ***Social Awareness*** – The ability to consider diverse perspectives of and empathize with others, including those from diverse backgrounds and cultures. It also reflects the ability to understand social and ethical norms for behavior across settings and to be able to identify and use family, school and community resources and supports.

4. ***Relationship Skills*** – The ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promotes the ability to communicate clearly, listen well, cooperate with others, resist social and peer pressure, negotiate conflict and seek help or offer it to others.

5. ***Responsible Decision-Making*** – The ability to make constructive choices about personal behavior and social interactions within the context of ethical standards, safety concerns and social norms. It involves making realistic evaluations of the consequences of one's actions and a consideration of the well-being of self and others.

Our Social Emotional Needs Assessment

The Pupil Services Teams' Guidance Counselor and Family School and Community Liaison will continue to observe/monitor-impacted students through their daily interactions with their student peers, teachers, and others; to determine school-wide social emotional needs. The instructional and intervention teams will assist with providing data on our impacted students as well. Continued communication with our community partners who interact with our families will be

another important factor in assessing and finalizing Social Emotional Learning (SEL) needs. The essential questions with respect to final assessment(s) selection options are indicated below:

Assessments Selection – must address the following criteria:

- What skills will the SEL focus on?
- Why do you want to assess SEL?
- What’s the best tool for your assessment goal?
- How will you partner with your parents and community?
- How do you intend to discuss the data?
- What will you do with what you learned?
- How will staff be trained that will conduct and analyze assessment data?

Assessments Tools:

- CASEL Assessment
- Assess Screeners
- MySAEBRS- which students can assess online
- RAND Assessments Finders- assessments that focus on interpersonal, intrapersonal and higher order cognitive competencies

Social Emotional Tools & Resources

To expand our current SEL to include culture-specific strategies, instructional practices, and appropriate evidence-based curriculum during the regular school day, as well as year-round program efforts that will focus on the following:

To expand our current SEL to include curriculum and instructional practices during the regular school day as well year round programs efforts are focused on the initiatives listed below:

- Morning classroom meeting (daily check in)
- Individual/ small group counseling
- Guidance lessons
- Tutoring Programs (Year Round)
- Remedial Summer initiative
- Peer mentoring/ conflict mediation program
- Teen summit/ Teen talk open discussion group (lead by students with adult mentoring)
- Sisterhood program
- Brotherhood program
- School wide initiatives (i.e.; random acts of kindness, anti-bullying, spirit week, college university awareness, pen-pals, silly sock day, pajama day etc
- Extracurricular activities/ clubs to promote and encourage leadership and healthy relationships.

- Increase student knowledge about self, ethnic background, culture, race etc...
- Community mentoring groups
- Parent support groups
- Quarterly speakers to address parenting issues
- Addressing equity barriers and identifying community partners to help resolve the issue
- SEL Support Specialist for Instructional Teams to model imbedding social emotional learning into instructional planning and delivery
- Teacher/staff wellness and self care

Our Social Emotional Learning Assessment Goals

Spring 2021: Collect and analyze baseline competencies data i.e. 1-5

Summer 2021: By August 2021; 70% of students in grades K-8 will demonstrate growth in SEL in 2-3 competencies

2021-2022: By June 2022; 75% of students in grades K-8 will demonstrate growth in SEL in 2-3 competencies

2022-2023: By June 2023; 80% of students in grades K-8 will demonstrate growth in SEL in 2-3 competencies

Professional Learning

The school will determine professional learning opportunities based on the results of our academic planning and social emotional learning needs assessments. The trainings will include, but are not limited to K-12 Prevention Education Initiatives, Trauma-Informed School, Safety and Violence Prevention Training, Center for Disease Control (CDC) Virtual Healthy School, ABC’s of Mental Health and SEL instructional strategies etc... All of which are recommend by ODE. We will also seek partnerships with nationally recognized consultants in the areas of urban education, social-emotional adjustment/health and how they impact student health and performance, in addition to, local Education Service Centers (ESC) for guidance and specialized training opportunities as well.

Additional Plan Areas

Our Resources & Budget

Term	Academic Needs/Gaps	Social-Emotional Needs/Gaps	Professional Learning
Spring 2021	30% - Title 1A/IDEA-B	10% - ESSER	20% - Title 2A
Summer 2021	75% - Success & Wellness	20% - Success & Wellness	5% - Success & Wellness
2021-2022	55% - Title 1A/IDEA-B	35% - ESSER	15% - Title 2A
2022-2023	45% - Title 1A/IDEA-B	25% - ESSER	10% - Title 2A

Our Approaches

Based on the current data, deploying a summer program will best address our impacted students. Offerings for extended school year for special educations will be evaluated as required per Office of Exceptional Children (OEC) for the current school year. These educational approaches including starting the school year early will be evaluated as well.

Our Partnerships

- Expand collaboration with current and active community partners i.e. East End Neighborhood House, Zelma Watson George Recreation Center and Shaker Day Care Center, and Cleveland Public libraries and museums via field trips, as applicable.
- Reconnect with previous partners i.e. Rid-All Green Partnership, Lexington Bell Community Center, Woodland Recreation Center, Cleveland Cavaliers and Camp George Forbes.
- Establish relationships with new community partners i.e., Cleveland Browns

Our Comprehensive Plan Reinforcement & Alignment

As stated in the school's comprehensive plan; the areas across the school that are most effective include collecting and analyzing data from various assessment sources to determine strengths and weaknesses of students and then providing differentiated instruction and opportunities to meet the needs of all students within the classroom. This plan reinforces and aligns to the comprehensive plan by:

- Expanding initiatives to identify and respond to student weaknesses
- Creating specialized interventions for student achievement to include social emotional learning as to increase the success of small focused groups throughout the school week and after school.
- Continued grade level team TBT meetings in conjunction with guidance and support from school-wide teams, weekly lesson plan reviews for instructional teams planned instruction, ensures standard alignment, increases use of instructional strategies and effective use of curriculum.
- Identification of additional research based strategies we can use to further differentiate instruction, increase depth of knowledge (DOK) levels and comprehension, improve students' stamina, while engaging, motivating and challenging our students as well as faculty.
- Variation of offered school wide programs; to continue focus on grouping students to provide enrichment opportunities to higher achieving students and intervention opportunities for our struggling students.
- Planned selection of professional development/learning to increase the effective use of student assessment data designed to assess proficiency and higher level thinking and analytic skill as opposed to assessing the recall of information and time management.
- Increase parent engagement via social emotional expansion which continues to include parents, students, the instructional team, the intervention team, leadership team and pupil services team and continue to provide academic information, offer additional technology training opportunities and invite families to attend events throughout the school year to ensure effective communication with teachers, promote successful student transitions and general access to the school as a community resource.
- Analyzing assessment and trend data to identify needs and finalize our areas of focus.
- Identifying impacted students most affected by the pandemic and examining assessment data to implement and progress monitor student interventions via restructuring of the IAT process.

- Continuing to improve school-wide team collaboration to provide and monitor interventions through student success plans
- Maintaining multi-tiered academic planning systems, which are comprehensive to address and ensure that students are able to provide age-appropriate and mature answers to the essential questions: “what they are learning, how the learning is relevant and how their learning can be applied in useful ways.
- Increased and efficient goal achievement to increase school-wide assessment performance to improve state report card measures and components in Achievement and Gap Closing categories.
- Established SMART goals to increase school-wide assessment performance to improve state report card measures and components in Achievement and Gap Closing categories.