



MONTGOMERY

PREPARATORY ACADEMY

Learning Recovery and Extended Learning Plan

District Name:	Montgomery Preparatory Academy
District Address:	2745 S. Smithville Road, Dayton, Ohio 45420
District Contact:	Emory Wyckoff, Principal
District IRN:	017259

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, Montgomery 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 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 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, I-Ready 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 such as Art 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 teacher, Intervention Specialist and those that support our 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

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.

Other assessments and programs we used to identify and monitor impacted students include:

- Heggerty's screeners
- Kindergarten Readiness Screeners
- Running Records
- Short cycle assessments
- Third Grade Reading Guarantee data
- I-Ready Screener
- RtI Process
- AIMSweb Plus (Students with Disabilities)
- OST Mock Assessments
- Student Quarterly Progress Reports
- Student Academic Report Cards Conferences
- OST Student Data Results
- Short Cycle Assessments
- Evaluation Team Reports (ETRs)
- Students with Disabilities (Individualized Education Plans)
- Alternative Assessments for Students with Significant Cognitive Disabilities (AASCD)

Summer 2021

During Summer 2021 the following assessments will be used to measure student growth for all students. These tools will help us identify students impacted by the pandemic.

- I-Ready Data (Progress Monitoring Tool)
- Heggerty's Screeners
- Running Records for Progress Monitoring

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.

Teachers will continue to use student progress monitoring data with the same programs available in the Spring 2021 during 2021-2022. This practice has shown students learn more, teacher decision making improves and students become more aware of their own performance.

Assessments and data points will be collected regularly, as appropriate by program or provider, to monitor progress.

2022-2023

Teachers will continue to use student progress monitoring data with the same programs available in the School Year 2021-2022. This practice has shown students learn more, teacher decision making improves and students become more aware of their own performance. Assessments and data points will be collected regularly, as appropriate by program or provider, to monitor progress.

Approaches to Support Impacted Students	<p>Spring 2021 The following are the approaches we are using to support impacted students during the spring of 2021:</p> <ul style="list-style-type: none"> • Response to Intervention (RtI) • Small Group Instruction • Progress Monitoring • Differentiated Instruction • I-Ready
	<p>Summer 2021 The following approaches will be used to support impacted students during the Summer of 2021:</p> <ul style="list-style-type: none"> • Summer school to offer targeted individualized instruction to impacted students/ • Small Group Instruction • Differentiated Instruction
	<p>2021-2022 The following approaches will be used to support impacted students:</p> <ul style="list-style-type: none"> • Additional Instructional Assistance for Grades K-3 • Targeted Title Teacher for Reading • Targeted Title Teacher for Math • RtI
	<p>2022-2023 The following approaches will be used to support impacted students:</p> <ul style="list-style-type: none"> • Additional Instructional Assistance for Grades K-3 • Targeted Title Teacher for Reading Intervention (K-3, 4-8) • Targeted Title Teacher for Math Intervention (K-3, 4-8) • RtI
Professional Learning Needs	<p>Spring 2021 The following are Professional Learning Training Needs for Spring 2021:</p> <ul style="list-style-type: none"> • Differentiated Instruction Using I-Ready Targeted Groups • Four Steps Vocabulary Process • On-Demand Writing Training • Student Engagement Strategies • Running Records
	<p>Summer 2021</p> <ul style="list-style-type: none"> • Differentiated Instruction • Gradual Release Process • Response to Intervention Process • DOK (Rigor in the Classroom) • Unpacking the Standards • Foundations • Heggerty's • The First 25 Days of School • Writing Walls and Common Area Displays • Local Literacy Planning • I-Ready • Four Steps Vocabulary Process • On-Demand Writing Training • Eureka Math Training • ACCEL Academic Frameworks • "The Why" (New Teacher Induction)

	<ul style="list-style-type: none"> • Creating Art Infused Bulletin Boards • Guided Reading • I-Ready • Lucy Calkins and the Writing Process • Culturally Responsive Teaching • Mastery Connect • RIMPS <p>2021-2022 Professional learning during 2021-2022 will be related to the CCIP, current student data, classroom walk-throughs observations and academic priorities.</p> <p>2022-2023 Professional learning during 2022-2023 will be related to the CCIP, current student data, classroom walk-throughs observations and academic priorities.</p>
Partnerships	<p>Spring 2021 During the Spring 2021, we partnered with the following groups and organizations:</p> <ul style="list-style-type: none"> • Church Organization (The church organization provided volunteers for Lunch Buddies, Reader for Classrooms during Reading Month and Classroom Volunteers for grades K-2) <p>Summer 2021 During the Summer 2021, we partnered with the following groups and organizations:</p> <ul style="list-style-type: none"> • Church Organization (The church organization provided volunteers for Lunch Buddies, Reader for Classrooms during Reading Month and Classroom Volunteers for grades K-2 and student mentors) • The Institute for Excellence in Education (We received a grant to work with this organization. For more information regarding what they offer please click the following link: https://excellenceined.org/) <p>2021-2022 During the 2021-2022 school year, we will partner with the following groups and organizations:</p> <ul style="list-style-type: none"> • Church Organization (The church organization provided volunteers for Lunch Buddies, Reader for Classrooms during Reading Month and Classroom Volunteers for grades K-2 and student mentors) • The Institute for Excellence in Education (We received a grant to work with this organization. For more information regarding what they offer please click the following link: https://excellenceined.org/) <p>2022-2023 During the 2022-2023 school year, we will partner with the following groups and organizations:</p> <ul style="list-style-type: none"> • Church Organization (The church organization provided volunteers for Lunch Buddies, Reader for Classrooms during Reading Month and Classroom Volunteers for grades K-2 and student mentors) • The Institute for Excellence in Education (We received a grant to work with this organization. For more information regarding what they offer please click the following link: https://excellenceined.org/)
Alignment	<p>Spring 2021 Planning for extended learning aligns with the Wellness and Success Plan, Remote Learning Plan, School Improvement Plan, Corrective Action Plan and Local Literacy Plans. The programs and goals of the plan align based upon the current needs of the school. Each plan is based on a current review of all applicable data of programs and assessments. The Building Leadership Team meets regularly to review and monitor the school's goal located in each plan.</p>

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Resources and Budget	<p>Resources and Curriculum:</p> <ul style="list-style-type: none"> • Instructional Aides in each classroom for Grades K-4 • Increased salaries for teachers to attract more qualified staff • State Standardized Science Curriculum and Social Studies Curriculum for K-8 • Learning Management System (LMS) • 1:1 Chromebooks for Students • Eureka Math Curriculum K-8 <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. \$465,000</p>

Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021</p> <p>For Spring 2021 the following are concepts used to identify impacted students:</p> <ul style="list-style-type: none"> • Positive Behavior Interventions and Supports Committees (PBIS) • School Principal (Meeting bi-monthly with the staff to discuss students in the Response to Intervention Process (Rtl) to discuss behavior, social and emotional concerns of students. The staff reviews the PBISworlds.com website to create behavioral plans for students • Behavior Intervention Specialist (Meeting bi-monthly with the staff to discuss students in the Response to Intervention Process (Rtl) to discuss behavior, social and emotional concerns of students. The staff reviews the PBISworlds.com website to create behavioral plans for students.
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- School Family Liaison (Supports families with enrollment process, local food banks, clothing banks, Home Bill Pay Community Resources)
- Thrive Mental Health Service (Supports families with understanding signs of mental illness, provide onsite counseling for students K-8, holds groups for student's grades K-8 to work on the development of social skills)
- South Community Behavioral Health (Provides alternative placement for students in crisis and/or students that require extensive social/emotional and academic needs)
- Montgomery County ESC (Provides alternative placement for students in crisis and/or students that require extensive social/emotional and academic needs)
- National Youth Advocate Program (NYAP) (Supports families with understanding signs of mental illness, provide onsite counseling for students K-8, holds groups for student's grades K-8 to work on the development of social skills)
- Ohio State University Social Worker Intern (Supports families with understanding signs of mental illness, provide onsite counseling for students K-8, holds groups for student's grades K-8 to work on the development of social skills.

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Approaches for Impacted Students	<p>Spring 2021 The following are the approaches will be use once students are identified as needing support: Staff members refer to the MTSS team to address social and emotional needs of students thus creating intervention plans or strategies to support students' SEL needs. Referrals are made to THRIVE Behavioral Health Services, National Youth Advocate Program and the Montgomery County Educational Service Center with parental support and engagement. Staff members also meet with the Principal, Director of Academics and Behavior Intervention Specialist to create individual plans and lessons on building positive relationships with students to support and enhance classroom culture. With the support of the schools Family Liaison monthly virtual parent workshops were developed and offered to parents to support social and emotional needs of families. Teachers participate in Crisis Prevention Training and create and review student behavior plans on an ongoing basis throughout the school year. Student Behavior Plans include both rewards and consequences that are tracked by the classroom teacher and shared with parents.</p> <p>Summer 2021 Staff members will continue to refer to the MTSS team to address social and emotional needs of students thus creating intervention plans or strategies to support students' SEL needs. Referrals are made to THRIVE Behavioral Health Services, National Youth Advocate Program and the Montgomery</p>

	<p>County Educational Service Center with parental support and engagement. Staff members also meet with the Principal, Director of Academics and Behavior Intervention Specialist to create individual plans and lessons on building positive relationships with students to support and enhance classroom culture. With the support of the schools Family Liaison monthly virtual parent workshops were developed and offered to parents to support social and emotional needs of families. Teachers participate in Crisis Prevention Training and create and review student behavior plans on an ongoing basis throughout the school year. Student Behavior Plans include both rewards and consequences that are tracked by the classroom teacher and shared with parents.</p> <p>2021-2022 Implementation of school-wide PBIS to track and monitor student behavior, social needs, school attendance, create plans and goals. Implement SEL Curriculum in grades K-8:</p> <ul style="list-style-type: none"> • K-3 – Conscious Discipline – Building Resilient Schools and Homes • 4-8 – Myerson Academy’s Thriving Learning Communities for the development of social and emotional learning skills. <p>2022-2023 Staff members will continue to refer to the MTSS team to address social and emotional needs of students thus creating intervention plans or strategies to support students' SEL needs. Referrals are made to THRIVE Behavioral Health Services, National Youth Advocate Program and the Montgomery County Educational Service Center with parental support and engagement. Staff members also meet with the Principal, Director of Academics and Behavior Intervention Specialist to create individual plans and lessons on building positive relationships with students to support and enhance classroom culture. With the support of the schools Family Liaison monthly virtual parent workshops were developed and offered to parents to support the social and emotional needs of families. Teachers participate in Crisis Prevention Training and create and review student behavior plans on an ongoing basis throughout the school year. Student Behavior Plans include both rewards and consequences that are tracked by the classroom teacher and shared with parents. Implementation of school-wide PBIS to track and monitor student behavior, social needs, school attendance, create plans and goals. Implement SEL Curriculum in grades K-8</p> <ul style="list-style-type: none"> • K-3 – Conscious Discipline – Building Resilient Schools and Homes • 4-8 – Myerson Academy’s Thriving Learning Communities for the development of social and emotional learning skills.
<p>Professional Learning Needs</p>	<p>Spring 2021 The following are the professional development trainings that were presented in Spring 2021 regarding Social and Emotional Learning:</p> <ul style="list-style-type: none"> • PBIS Refresher Training • Using Occupational Learning Resources to Support Learners • CPI Refresher (De-Escalation Training) • Avoiding Power Struggles with Students <p>Summer 2021 The following professional development trainings will be an area of focus in Summer 2021 regarding Social and Emotional Learning:</p> <ul style="list-style-type: none"> • PBISworld.com • Ohio Social and Emotional State Standards • PBIS Refresher Training • Using Occupational Learning Resources to Support Learners • CPI Refresher (De-Escalation Training) • Avoiding Power Struggles with Students • Active Shooter and Lockdown • Child Abuse and Neglect Training

	<p>2021-2022</p> <p>The following professional development trainings will be an area of focus for the 2021-2022 School Year regarding Social and Emotional Learning:</p> <ul style="list-style-type: none"> • PBISworld.com • Ohio Social and Emotional State Standards • PBIS Refresher Training • Using Occupational Learning Resources to Support Learners • CPI Refresher (De-Escalation Training) • Avoiding Power Struggles with Students • Active Shooter and Lockdown • Child Abuse and Neglect Training <p>2022-2023</p> <p>The following professional development trainings that will be an area of focus for 2022-2023 School Year regarding Social and Emotional Learning:</p> <ul style="list-style-type: none"> • PBISworld.com • Ohio Social and Emotional State Standards • PBIS Refresher Training • Using Occupational Learning Resources to Support Learners • CPI Refresher (De-Escalation Training) • Avoiding Power Struggles with Students • Active Shooter and Lockdown • Child Abuse and Neglect Training
<p>Partnerships</p>	<p>Spring 2021</p> <p>Community organizations that partner directly with schools offer students opportunities to practice the Social and Emotional Learning Skills they learn at home, throughout the school day and in their afterschool programming. School community partnerships are carefully and strategically cultivated and align on a common language, strategies and communication around Social and Emotional Learning related efforts and initiatives. Community organizations, in partnership with the school principal and Social Emotional Learning Team, can foster this alignment for seamless student support.</p> <p>The following were the community partnerships for Montgomery Preparatory Academy:</p> <ul style="list-style-type: none"> • Church Organization (Provide Lunch Buddies, Reading Buddies, Classroom Volunteers and Mentorship Programs that focus on moral character development. • Montgomery County Education Service Center (Provided additional training to staff on • City of Dayton Police Department (Provided Fall and Spring Student and Staff Training on Bullying, Active Shooter Response, and School Lockdown Procedures) • National Youth Advocacy Program (NYAP) (Provide onsite and at home counseling supports to parents and students) • THRIVE Mental Health Services (Provide onsite and at home counseling supports to parents and students) <p>Summer 2021</p> <p>Community organizations that partner directly with schools offer students opportunities to practice the Social and Emotional Learning Skills they learn at home, throughout the school day and in their afterschool programming. School community partnerships are carefully and strategically cultivated and align on a common language, strategies and communication around Social and Emotional Learning related efforts and initiatives. Community organizations, in partnership with the school principal and Social Emotional Learning Team, can foster this alignment for seamless student support.</p> <p>The following were the community partnerships for Montgomery Preparatory Academy:</p> <ul style="list-style-type: none"> • Church Organization (Provide Lunch Buddies, Reading Buddies, Classroom Volunteers and Mentorship Programs that focus on moral character development. • Montgomery County Education Service Center (Provided additional training to staff on

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Alignment	<p>Spring 2021</p> <p>Planning for extended learning with Social Emotional Learning in mind aligns with the Wellness and Success Plan, Remote Learning Plan, School Improvement Plan, Corrective Action Plan and Local Literacy Plans. The programs and goals of the plan align based upon the current needs of the school. Each plan is based on a current review of all applicable data of programs and assessments. The Building Leadership Team meets regularly to review and monitor the school's goal located in each plan. Supporting the basic student needs relates directly to improving student academics.</p> <p>Summer 2021</p> <p>Planning for extended learning with Social Emotional Learning in mind aligns with the Wellness and</p>

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<p>Resources and Budget</p>	<p>Resources and Curriculum Needed:</p> <ul style="list-style-type: none"> • Ohio Social and Emotional Learning Standards • Social and Emotional Curriculum • Student Incentives for PBIS • Dean of School Culture and Interventions • Volunteers for Lunch Buddies and Reading Buddies • School Attendance and Truancy Officer • Family Liaison • Community Outreach Facilitator • School Social Worker <p>Budget: The Academy will use ESSER II and Student Wellness to hire a position to support student mental health. \$125,000</p>