



Learning Recovery and Extended Learning Plan

District Name:	Lorain Bilingual Preparatory Academy
District Address:	307 West 7 th Street Lorain OH 44052
District Contact:	Raul Saez Jr., Head of School
District IRN:	017270

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, Lorain Bilingual 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 days per week. Teachers facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Students were provided a Chromebook and internet reimbursement if needed based on participation and eligibility guideline.

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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 experienced the need 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 Rtl process.

While maximizing educational options for families, the school minimized risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health officials. Mitigation efforts included facial coverings, health monitoring, cleaning, and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration was given to the emotional well-being of students as we worked to provide an equitable and safe learning environment for all students, regardless of their modality.

Identifying and Meeting Students' Academic Needs

Identifying Impacted Students	<p>Spring 2021 For the 2020-2021 school year, we utilized the i-Ready comprehensive assessment system for our students in grades K-8. This online assessment, given in the fall, winter and spring to all students, regardless of their modality, allows us to measure the academic growth of our students in both mathematics and reading. Reports within the system allow us to see which students are on track for meeting grade level goals, which ones are exceeding the expected pace for growth and which ones are not meeting the growth targets. This crucial information forms the basis for the support we provide students.</p> <p>We have combined these reports with data from DIBELS in grades K-5, Phonemic Awareness Screener in grades K-2, local assessments, and State Testing Data from the Fall Third Grade ELA Administration. Overall, data shows a gap between where we would expect students to be and where students are performing.</p> <p>We know that we will have to pay close attention to language screening and assessment data in our population of English Language Learners. Students who have been learning from home in households where a language other than English is the primary language, may not have spent much time immersed in speaking and listening in English.</p>
	<p>Summer 2021 For continuity of data, we will continue to utilize the assessments in place, and described above, to monitor individual and groups of students for progress</p>
	<p>2021-2022 We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. For students enrolled at the school last year, we will have two years' worth of data to continue to identify students' learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.</p> <p>In addition, we will continue to utilize data from DIBELS in grades K-5, Phonemic Awareness Screener in grades K-2, local assessments, and State Testing Data including OELPA data to identify trends and inform decisions on individuals and groups of students in need of support.</p>
	<p>2022-2023 Individual student data will be used in the identification of students in need of tiered supports and to help the team to identify root causes and appropriate support and intervention strategies. The school will be able to identify trends among student groups that allow for focused peer groups gauged towards the acquisition of specific necessary skills in achieving the mastery of state standards and subject area foundational skills.</p> <p>School wide data will be analyzed by the building leadership team to determine progress towards goals, identify root causes, and plan action steps in accordance with the school's aligned Improvement Plan.</p>
	<p>Spring 2021 The school's RtI team meets monthly with each grade level team to analyze data and identify appropriate supports and interventions for students who are struggling. The team collaborates on classroom-based interventions, Title I support, ELL support, small group instruction, parent resources, etc. Data points are monitored to ensure that supports and interventions are sufficient and successful.</p> <p>Summer 2021 During the summer of 2021, the school is planning for a summer learning program to help close</p>
Approaches to Support Impacted Students	

	<p>the learning gap for any student who is interested. The program will focus on fun learning opportunities in grade level phonics, fluency, comprehension and foundational math skills utilizing curriculum designed to help close learning gaps and ensure that grade level foundational skills in reading and math have been mastered.</p>
	<p>2021-2022 The school plans to increase intervention staff for the 2021-2022 Academic Year, allowing staff to spend more targeted time with students in small groups and 1:1 instructional opportunity. We will also expand teacher's access to curricular resources across tiers of support through the purchase of researched programs with high rates of effectiveness in similar populations in reading and math. After school and summer learning options will be offered to any student who would benefit from the additional instructional support. The school will monitor program fidelity and student achievement data to drive decisions for continued improvement.</p>
	<p>2022-2023 Plans for the 2021-2022 Academic Year will continue into 2022-2023 with the school closely monitoring school wide progress as well as the progress of individual students and targeted groups of students and driven data-based decision making.</p>
<p>Professional Learning Needs</p>	<p>Spring 2021 Through 2021, professional learning has focused on best practices for in person and remote learning, trauma informed practices, and building wide PBIS.</p>
	<p>Summer 2021 During the summer of 2021, prior to the start of the school year, professional learning will continue to focus on best practices for teaching in multiple learning environments and trauma informed practices. We will also focus on professional development in the science of reading, the identification of students in need of support, and the utilization of curricular resources across support tiers. We will ensure all teachers are using best practices for supporting English Language Learners in the general education classroom.</p>
	<p>2021-2022 Throughout the 2021-2022 Academic Year, learning will continue to focus on best practices for teaching in multiple learning environments and trauma informed practices. We will also focus on professional development in the science of reading and the identification of students in need of support and the utilization of curricular resources across support tiers. Targeted book studies will offer opportunities for staff to improve in areas that meet their personal goals as well as the school's goals for improvement.</p>
	<p>2022-2023 Professional learning for the 2022-2023 Academic Year will be driven by data obtained regarding program fidelity, student success, teacher efficacy, and other factors.</p>
<p>Partnerships</p>	<p>Spring 2021 The school partners with several day care providers including Horizon Education Centers, Tower Education Centers, and Lorain Head Start. We also partnered with St. Mary's Church, Lorain City Library, YMCA and Lorain County Health and Dentistry to create programs that foster meaningful engagement with the school environment for students and extend learning into the community.</p>
	<p>Summer 2021 We will continue and expand upon the partnerships currently in place and expand our partnership program to include other organizations working within the community to assist students and families.</p>
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<p>Alignment</p>	<p>Spring 2021 The school has been working since its inception to increase our capacity for research based instructional strategies across tiers of support. We have worked to strengthen the fidelity in our tier I instructional programs and increase our effectiveness in identifying and meeting the needs of students requiring Tier II and Tier III interventions and supports. In accordance with the Remote Learning Plan, the school has put the choice of learning modality in the hands of the family. With universal screening measures and biweekly short cycle assessments, we continue to identify students in need of support through the RtI process. Utilizing standardized curricular resources, we have allowed students to transition between learning modalities as needed. This plan aligns to the work in our Continuous Improvement Plan to identify and close achievement gaps in reading and math and to ensure at minimum, grade level proficiency for all students. The school's Local Literacy Plan focuses on ensuring our teachers are utilizing screening measures and high-quality instruction and intervention at all grade, ability levels, and English language proficiency. These areas are in direct alignment with our goals for learning recovery and extended learning. Student Wellness and Success Plans focus on building our PBIS systems to support the school culture and ensure a predictive and stable learning environment. The school continues to make these areas a priority in response to the pandemic and student learning, as described later in this document.</p> <p>Summer 2021 Expanding opportunities for summer learning, aligns with goals in all other pertinent plans in place at the school. We continue to focus on literacy and math across tiers of support. We continue to increase the capacity of our staff to utilize data to identify and instruct students in multiple tiers of support while increasing our ability to identify trends and assess root cause and course of action.</p> <p>2021-2022 The school has been working for several years to increase our capacity for identification and instructional strategies across tiers of support. We have worked to strengthen the fidelity in our tier I instructional programs and increase our effectiveness in identifying and meeting the needs of students requiring Tier II and Tier III interventions and supports. In accordance with the Remote Learning Plan, the school has put the choice of learning modality in the hands of the family. With universal screening measures and biweekly short cycle assessments, we continue to identify students in need of support through the RtI process. Utilizing standardized curricular resources, we have allowed students to transition between learning modalities as needed. This plan aligns to the work in our Continuous Improvement Plan to identify and close achievement gaps in reading and math and to ensure at minimum, grade level proficiency for all students. The school's Local Literacy Plan focuses on ensuring our teachers are utilizing screening measures and high-quality instruction and intervention at all grade, ability levels, and English language proficiency. These areas are in direct alignment with our goals for learning recovery and extended learning. Student Wellness and Success Plans focus on building our PBIS systems to support the school culture and ensure a predictive and stable learning environment. The school continues to make these areas a priority in response to the pandemic and student learning, as described later in this document.</p> <p>2022-2023 With the knowledge that we are just beginning to see the effects of the pandemic on our students and that our knowledge of the gaps and areas of need will become clearer in the coming year, the school will build upon existing plans and adapt to current data and root cause analysis to target areas of support and improvement. The school will utilize available data and resources to continue</p>

	to build upon existing systems and adjust to the needs of our students and community.
Resources and Budget	<p>The school will need additional staff in Title I, TESOL, and Intervention Specialist rolls to decrease caseloads and allow for increased capacity to meet the needs of targeted groups and individual students. We are also in need of high quality, research-based curriculum across tiers of support. Professional development aimed at utilizing curriculum resources and strategies with skill and fidelity as well as being mindful of levels or trauma and social emotional needs will be essential for the staff. The ability to compensate teachers for additional work outside of contracted hours for programs in the summer and after call hours. We will also be looking to ensure our spaces within the building are sufficient to accommodate whatever social distancing and safety standards that will remain in place.</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. \$200,000</p>

Approaches to Identify and Address Students' Social & Emotional Needs	
Identifying Impacted Students	<p>Spring 2021 – The school teaching staff is consistently working with the Administration to identify students who are struggling with academics and as it relates to Social and Emotional concerns. Teachers have regular conversations with students as a group regarding social issues, such as COVID-19 and other social events that affect our school's community. The school staff regularly engages with families who are identified to have Social and Emotional concerns. Teachers engage with families directly regarding the concerns and provide the administration with regular updates on progress. Conversations regularly occur with families regarding the well-being of students and the concerns that may present themselves.</p>
	<p>Summer 2021 – During Summer, teachers are engaging with families regarding the needs of the families. The school regularly holds social events to drive enrollment. To foster community, we also invite currently enrolled families to participate. Teachers will engage with families throughout the summer inviting students to participate in events.</p>
	<p>2021-2022 – Throughout the 2021-2022 Academic Year, learning will continue to focus on best practices for students learning in multiple learning environments and trauma informed practices. We will continue working to maintain a solid Tier I foundation for PBIS. We will also focus on implementing best practices to identify students who display social and emotional concerns and the utilization of curricular resources across support tiers.</p>
	<p>2022-2023 - Throughout the 2022- 2023 Academic Year, we will continue to build on the skills that we have learned and continue to grow the knowledge base for identifying students with social emotional needs. Learning will continue to focus on best practices for students learning in multiple learning environments and trauma informed practices. We will also focus on our PBIS supports and implementing best practices to identify students who display social and emotional concerns.</p>

Approaches for Impacted Students	Spring 2021 The school's RtI team meets monthly with each grade level team to analyze data and identify students whose learning is being impacted by Social and Emotional concerns. Appropriate supports and intervention plans are designed to assist those students. The team collaborates with teachers, Title I support, Intervention Specialist, ESL Instructors, and parents to implement strategies to best assist individual students. Emotional and Social wellbeing is monitored by all stakeholders.
	Summer 2021 During the summer of 2021, the school is planning to continue to reach out to impacted families and provide support for families as needed. The school will also provide relief in the area of school supplies and other necessities by partnering with community resources.
	2021-2022 Throughout the 2021-2022 the focus will continue to be supporting students who have been identified as impacted students and will continue to provide support based on the best practices. Identifying and supporting impacted students will be a priority as well as academics.
	2022-2023 Plans for the 2021-2022 approach will continue into 2022-2023 with the school closely monitoring school wide progress as well as the progress of individual students and targeted groups of students. Identifying and supporting impacted students will continue to be a priority as well as academics
Professional Learning Needs	Spring 2021 Through 2021, professional learning has focused on best practices for in person and remote learning, trauma informed practices, and PBIS.
	Summer 2021 During the summer of 2021, prior to the start of the school year, professional learning will continue to focus on best practices for teaching in multiple learning environments and trauma informed practices. We will also focus on professional development in the science of reading and the identification of students in need of support and the utilization of curricular resources across support tiers.
	2021-2022 Throughout the 2021-2022 learning will continue to focus on best practices for teaching in multiple learning environments and trauma informed practices. We will also focus on professional development in the science of reading and the identification of students in need of support and the utilization of curricular resources across support tiers. Targeted book studies will offer opportunities for staff to improve in areas that meet their personal goals as well as the school's goals for improvement.
	2022-2023 Professional learning for the 2022-2023 Academic Year will be driven by data obtained regarding program fidelity, student success, teacher efficacy, and other factors.
Partnerships	Spring 2021 The school partners with several day care providers including Horizon Education Centers, Tower Education Centers, Head Start. We also partnered with St. Mary's Church, Lorain City Library, YMCA and Lorain County Health and Dentistry to create programs that foster meaningful engagement with the school environment for students and extend learning into the community.
	Summer 2021 We will continue and expand upon the partnerships currently in place and expand our partnership program to include other organizations working within the community to assist students and families.
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<p>Alignment</p>	<p>Spring 2021</p> <p>The school has been working to increase our capacity for identification and intervention for students in need of support. We have worked to strengthen the fidelity in our tier I instructional programs and increase our effectiveness in identifying and meeting the needs of students requiring Tier II and Tier III interventions and supports. The school will continue to use the educational support plan in conjunction with social-emotional needs assessment.</p> <p>This plan aligns to the work in our Continuous Improvement Plan to identify and close achievement gaps in reading and math and to ensure at minimum, grade level proficiency for all students. The school's Local Literacy Plan focuses on ensuring our teachers are utilizing screening measures and high quality instruction and intervention at all grade, ability levels, and English language proficiency. These areas are in direct alignment with our goals for learning recovery and extended learning. Student Wellness and Success Plans focus on building our PBIS systems to support the school culture and ensure a predictive and stable learning environment. The school continues to make these areas a priority in response to the pandemic and student learning.</p>
	<p>Summer 2021</p> <p>Expanding opportunities for summer engagement, aligns with goals in all other pertinent plans in place at the school. We continue to focus on literacy and math across tiers of support. We continue to increase the capacity of our staff to utilize data to identify and instruct students in multiple tiers of support while increasing our ability to identify trends and assess root cause and course of action.</p>
	<p>2021-2022</p> <p>This plan aligns to the work in our Continuous Improvement Plan to identify and close achievement gaps in reading and math and to ensure at minimum, grade level proficiency for all students. The school's Local Literacy Plan focuses on ensuring our teachers are utilizing screening measures and high-quality instruction and intervention at all grade, ability levels, and English language proficiency. These areas are in direct alignment with our goals for learning recovery and extended learning. Student Wellness and Success Plans focus on building our PBIS systems to support the school culture and ensure a predictive and stable learning environment. The school continues to make these areas a priority in response to the pandemic and student learning.</p>
	<p>2022-2023</p> <p>With the knowledge that we are just beginning to see the effects of the pandemic on our students and that our knowledge of the gaps and areas of need will become clearer in the coming year. The school will build upon existing plans and adapt to current data and root cause analysis to target areas of support and improvement. In alignment with our school improvement goal to increase the capacity of teacher-based teams and the school leadership team to analyze data and identify root causes and targeted solutions, the school will continue to build upon existing systems and adjust to the needs of our students and community.</p>
<p>Resources and Budget</p>	<p>The school will need additional staff in Title I, ESL, student social/emotional support, and Intervention Specialist rolls to decrease caseloads and allow for increased capacity to meet the needs of targeted groups and individual students. The school will also need of high-quality, research-based curriculum across tiers of support. Professional development aimed at utilizing curriculum resources and strategies with skill and fidelity as well as being mindful of levels or trauma and social emotional needs will be essential for the staff. The ability to compensate teachers for additional work outside of contracted hours for programs in the summer and after call hours will be needed as well.</p> <p>Budget: The Academy will use ESSER II and Student Wellness to hire a position to support student mental health. \$75,000</p>

