



UNIVERSITY OF
CLEVELAND
PREPARATORY SCHOOL

Learning Recovery and Extended Learning

Plan

District Name:	University of Cleveland Preparatory School
District Address:	1906 East 40 th Street, Cleveland OH 44103
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District IRN:	012541

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, University of Cleveland Prep offered two learning options for families to choose from that were implemented on the first day of school, regardless of the student's grade level. These two 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 the Option 2 immediately.

Option 1: Hybrid

Students come to the school building on two specified days per week. The other three days students participate in online instruction from their home. 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 including the usage of all instruction via virtual conferencing even when within the building.

Option 2: 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 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

instructional hours students are to engage in learning, and how the family should be prepared to support their child's learning at home. There is a combination of online learning which 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 BigBlueButton 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 students' 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.

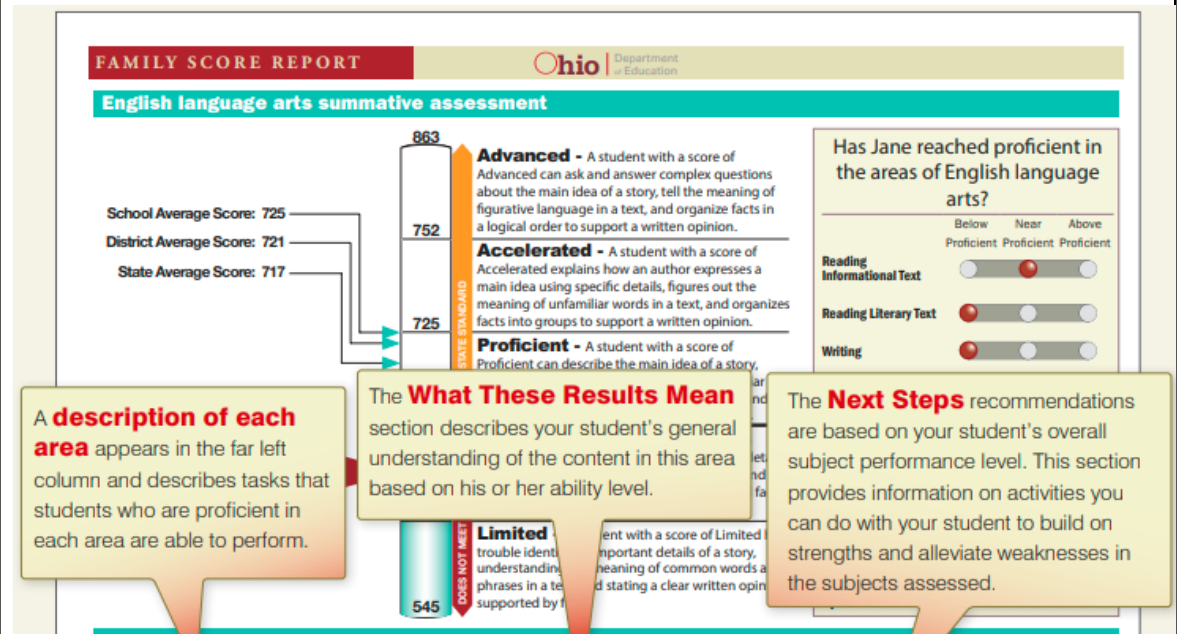
University of Cleveland Preparatory School used additional assessment tools from i-Ready. i-Ready Standards Mastery provides flexible assessments designed to measure specific grade-level standards. Built to map to your scope and sequence, Standards Mastery allows educators to quickly identify when re-teaching or remediation is needed as standards are covered across the year. The program's intuitive reports visualize student performance on recently taught material and guide teachers how to address common misconceptions that may prevent students from making progress in their learning. This version of short-cycle assessments allowed teachers to monitor student performance by standard on frequent intervals throughout the year.

Used in conjunction with the Standards Mastery, students participated in Stop, Drop, and Write (SDW) assessments on a quarterly basis. SDW provided students an opportunity to engage with Ohio State Test (OST) extended response writing prompts based upon grade-level passages. Students were graded on their extended responses using the Ohio State Test writing rubrics. The data from this assessment provides teachers with an analysis of student performance on the writing standards and ability to work with testing items that align to the OST.

District Mock Assessments were utilized three times during the year. Select standards from each grade level are used in each mock assessment. These standards may or may not have been taught already in the scope and sequence however the question formats align to the rigor expected on the Ohio State Test. After the completion of the spring mock assessment, all tested

standards for students in grades 3-8 will have been assessed. Each ELA mock assessment has 15 multiple choice questions and one essay. Students will be allowed one hour for this mock assessment, unless they have a testing accommodation per their IEP. Each math and science mock assessment has 15 multiple choice questions and two extended responses. Students will be allowed 30-45 minutes for this mock assessment, unless they have a testing accommodation per their IEP.

During the fall administration of the 2020 Ohio State Test, 3rd grade students were identified as at-risk based upon their performance. The scaled score performance from the fall OST provides a number of specific supports for the teacher including the performance range (scaled score) of the scholar, a description of student needs, and proficiency status in the areas of English Language Arts. An example of a score report from the Ohio State Test can be found below:



Summer 2021

During the summer 2021 instructional periods, we will utilize the i-Ready growth monitoring assessment system for our students in grades enrolled. i-Ready Growth Monitoring is a brief, computer-delivered, periodic adaptive assessment in English Language Arts (ELA) for students in grades K-8, assessing phonological awareness, phonics, high-frequency words, vocabulary, comprehension of informational text, and comprehension of literature. Growth Monitoring is designed to be used jointly with i-Ready Diagnostic to allow for progress monitoring throughout the year and determine whether students are on track for appropriate growth. As students will have completed the diagnostic assessment at the conclusion of the spring enrollment, the growth monitoring scores from the summer will detail the student improvement from spring to end of summer.

University of Cleveland Preparatory School will continue to use the i-Ready Standards Mastery assessment. This program will then be tailored for a more intensive review of specific grade-level standards. Teachers will quickly identify when re-teaching or remediation is needed as standards are during summer sessions.

2021-2022

We will continue to use the i-Ready comprehensive assessment system for our students in grades K-12. For students enrolled at the school last year, we will have two years' worth of data to continue to identify students' learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.

Standards Mastery via i-Ready will continue to be utilized as it will allow teachers to quickly identify when re-teaching or remediation is needed as standards are covered across the year. The program's reports will visualize student performance on recently taught material and guide teachers how to address common misconceptions that may prevent students from making progress in their learning. This assessment will occur at least three times during the year.

Students will engage with Stop Drop Write Assessments. In addition, writing prompts that align to the formatting of the Stop Drop Write will be embedded into the daily instruction.

District Mock Assessments will continue to be utilized three times a year. Select standards from each grade level are used in each mock assessment that will support an exposure to question formats that align to the rigor expected on the Ohio State Test. After the completion of the spring (last) mock assessment, all tested standards for students in grades 3-8 will have been assessed. Each ELA mock assessment has 15 multiple choice questions and one essay. Students will be allowed one hour for this mock assessment, unless they have a testing accommodation per their IEP. Each math and science mock assessment has 15 multiple choice questions and two extended responses. Students will be allowed 30-45 minutes for this mock assessment, unless they have a testing accommodation per their IEP.

The fall administration of the 2020 Ohio State Test will continue to be utilized as required by the State of Ohio. Third grade students will be identified as at-risk based upon their performance. The scaled score performance from the fall OST provides a number specific support for the teacher including the performance range (scaled score) of the scholar, a description of student needs, and proficiency status in the areas of English Language Arts.

Students in grades K-2 will utilize the Foundations Phonics curriculum for the first year of implementation as an intervention tool. In usage of the curriculum, students will be assessed with running records of the phonics assessments embedded within the curriculum.

2022-2023

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 three 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.

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	<p>Students in grades K-2 will utilize the Foundations Phonics curriculum for the first year of implementation as an intervention tool. In usage of the curriculum, students will be assessed with running records of the phonics assessments embedded within the curriculum. Students in grades first and second will have two years' worth of data available for analysis.</p>
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021</p> <p>Reteach</p> <ul style="list-style-type: none"> o Academic data is monitored regularly to inform instructional shifts. Using exit tickets, standards mastery, and mock assessments, teachers schedule re-teach opportunities to support students in whole-group, small group, and individual supports for students. <p>Small Group Instruction</p> <ul style="list-style-type: none"> o Students are identified by performance and matched into skill-based groupings. Students receive small group instruction at their proficiency level provided by Title I teachers, Special Education teachers, and using a balanced literacy model that supports small group instruction led by the core content teacher. <p>Extended Learning Periods</p> <ul style="list-style-type: none"> o During periods in which students' regular live instruction does not occur, additional enrichment opportunities are made available for students. This includes but is not limited to fall break, winter break, spring break, and test preparation enrichment periods. <i>Blizzard Bags</i> are utilized if technology impedes access to live instructional delivery. <p>Response to Intervention</p> <ul style="list-style-type: none"> o As instruction continues, students may display deficiencies in many areas including academic content, attentiveness to tasks, social development, etc. As deficiencies are observed, students are referred to the RTI Team to identify interventions to support student concerns.
	<p>Summer 2021</p> <p>During summer instructional periods, students will have the opportunity to receive extended learning supports. Summer school supports include many of the following:</p> <ul style="list-style-type: none"> ✓ 4 or more learning sessions per week ✓ Learning sessions at minimum of 4 hours at length ✓ Instruction includes reading, math, testing preparation instruction, and <i>whole child learning</i> periods ✓ Classroom teachers employed through the school facilitate most of the instruction; however, some positions are outsourced through local contracts. ✓ A summer school coordinator provides oversight of the program ensuring: <ul style="list-style-type: none"> o High quality, standards based instruction occurs o Student code of conduct is upheld o Appropriate assessment protocols are maintained ✓ Students will be assessed using the i-Ready Growth Monitoring resources. ✓ Instructional scoping will be based upon the Scaffolding Loss of Learning resources provided by Curriculum Associates. ✓ Additional resources available for usage: <ul style="list-style-type: none"> o Ohio Performance Coach o Eureka Math o SRA Reading Mastery <p>2021-2022 Reteach</p>

- o Academic data is monitored regularly to inform instructional shifts. Using exit tickets, standards mastery, and mock assessments, teachers schedule re-teach opportunities to support students in whole-group, small group, and individual supports for students.

Small Group Instruction

- o Students are identified by performance and matched into skill-based groupings. Students receive small group instruction at their proficiency level provided by Title I teachers, Special Education teachers, and using a balanced literacy model that supports small group instruction led by the core content teacher.

Extended Learning Periods

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Performance Indexing

Using proficiency based assessments including previous year OST data, teachers will be able to:

- o instruct students on how to create exemplar answers to multi-choice and extended response questions
- o review the skills most needed by students to build and strengthen their foundational skills in math and reading
- o bridge the gaps that exist to prepare a path for instructional success and recovery for each student through the integration of technology, previously released assessments, and data

2022-2023

Reteach

- o Academic data is monitored regularly to inform instructional shifts. Using exit tickets, standards mastery, and mock assessments, teachers schedule re-teach opportunities to support students in whole-group, small group, and individual supports for students.

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	<p>concerns.</p> <p>Performance Indexing</p> <p>Using proficiency based assessments including previous year OST data, teachers will be able to:</p> <ul style="list-style-type: none"> o instruct students on how to create exemplar answers to multi-choice and extended response questions o review the skills most needed by students to build and strengthen their foundational skills in math and reading o bridge the gaps that exist to prepare a path for instructional success and recovery for each student through the integration of technology, previously released assessments, and data
<p>Professional Learning Needs</p>	<p>Spring 2021</p> <ol style="list-style-type: none"> 1. Teachers will require supports with <i>end of year data procuring</i> <ol style="list-style-type: none"> a. As we conclude the school year, it is most important that we obtain a varied collection of student data in order to identify the areas for growth for the summer. Teachers will require professional development supports in obtaining the necessary data to inform future school years and account for the anticipated loss of learning. 2. SEL Instruction 3. COVID-Safe Instructional Practices
	<p>Summer 2021</p> <ol style="list-style-type: none"> 1. Social Emotional Learning Throughout Modalities 2. Engaging The Family Who Has Experienced Trauma
	<p>2021-2022</p> <ol style="list-style-type: none"> 1. Social Emotional Learning Supports 2. Engaging Families (Post Trauma) 3. De-Escalation Strategies- Least Invasive Practices 4. Gap Closing Academic Strategies 5. Engaging All Learning Levels
	<p>2022-2023</p> <ol style="list-style-type: none"> 1. Social Emotional Learning Supports 2. Engaging Families (Post Trauma) 3. De-Escalation Strategies- Least Invasive Practices 4. Gap Closing Academic Strategies 5. Engaging All Learning Levels
<p>Partnerships</p>	<p>Spring 2021</p> <ol style="list-style-type: none"> 1. PSI 2. Family Solutions 3. InvoCare 4. SWAV- Local organization to support economically displaced families 5. Community Reformation
	<p>Summer 2021</p> <p>Additional professional development presenters to present on the topics outlined in the professional learning needs section. University of Cleveland Preparatory School is currently reviewing applications for certified presenters.</p>

	<p>2021-2022 Additional professional development presenters to present on the topics outlined in the professional learning needs section. University of Cleveland Preparatory School is currently reviewing applications for certified presenters. Additional topics and needs forthcoming.</p> <p>2022-2023 Additional professional development presenters to present on the topics outlined in the professional learning needs section. University of Cleveland Preparatory School is currently reviewing applications for certified presenters. Additional topics and needs forthcoming.</p>
<p>Alignment</p>	<p>Spring 2021 The mission/vision for scholars attending University of Cleveland Preparatory School is to prepare students for a college preparatory high school that will ensure success and graduation from a four-year college or university. We are committed to this vision/mission and we believe through increased time on task, embedded professional development, responsive classroom practices that address social-emotional needs, and proper implementation of Board adopted curriculum; collectively, we will inevitably increase student achievement in grades kindergarten through eighth grade. We are placing increased efforts in grades kindergarten through second grade in preparation for the Third Grade Reading Guarantee (TGRG).</p> <p>Based upon the prior years' attendance and overall truancy rate of 45.1%, we realize that we must consider HB410 and the ramifications of said Bill when we review our data to increase student achievement. Our scholars must be on time and attend school regularly to increase time on task and fill in the gaps that exist within urban education. The leadership and teachers are committed to assisting our families through on-going parental contact and providing wrap-around services which will outline the significance of daily attendance and connections to college and career readiness.</p> <p>In addition to filling the gaps and increasing time on task, our teachers and support staff must not ignore our special education population. Typically, we have approximately 20% of our student body receiving special education interventions, 504 accommodations, and related services. As a staff, we must engage fully in practices that ensure we are meeting the needs of all learners.</p> <p>Using the aforementioned as a guide, we will implement or continue:</p> <ul style="list-style-type: none"> o Daily attendance tracking including increased interventions from the Family Liaison o Whole child learning opportunities to ensure students are stimulated academically, socially, and emotionally. o Increased intentionality with SEL practices to support student development. o Intensive academic re-teach opportunities including the usage of small group and individualized learning to support gap closing o Targeting the on-track performance of our younger scholars to improve rating on the K-3 Literacy and thus increasing the amount of students passing TGRG. <p>Alignment is evident to the highlights and features of University of Cleveland Preparatory School's educational program:</p> <ul style="list-style-type: none"> o Rigorous pre-college preparatory K-8 curriculum o i-Ready online instruction is based upon the Common Core State Standards (CCSS) and automatically differentiates based upon diagnostic assessments and progress monitoring to meet each student at his/ her instructional level. o Tri-rotations are implemented in grades K-2 and consist of 90-minute blocks to teach and reinforce reading skills. Each rotation lasts for approximately 30 minutes and consists of reading comprehension, phonics instruction, and i-Ready instruction. o Daily intervention opportunities in grades 3-5 to support teachers to address the instructional needs of a small group while also providing an opportunity for i-Ready instruction, which addresses the individual learning gaps of the scholars. o Classes in grades 6-8 are approximately 90 minutes in length and consist of direct instruction, collaborative grouping, and project-based learning opportunities. o Scholars who are not performing at grade level also have the opportunity to participate in the after school tutoring program and Saturday Academy, which provide differentiated

	<p>instruction based upon student needs.</p> <ul style="list-style-type: none"> o Student data and progress monitoring tools and strategies (data charts, trackers, etc.) are updated frequently and shared with scholars, parents, and stakeholders to increase student buy-in and encourage a proactive approach to academic progress. o Intensive summer staff training of ten days during year-one and seven days thereafter o A range of extra-curricular and enrichment activities based on student interest, such as sports teams and clubs <p>Summer 2021 See above alignment, encompassing Spring 2021 through the 2023 school year. Any changes in alignment will be based upon data collection and needs assessments.</p> <p>2021-2022 See above alignment, encompassing Spring 2021 through the 2023 school year. Any changes in alignment will be based upon data collection and needs assessments.</p> <p>2022-2023 See above alignment, encompassing Spring 2021 through the 2023 school year. Any changes in alignment will be based upon data collection and needs assessments.</p>
<p>Resources and Budget</p>	<ol style="list-style-type: none"> 1. Dean of Students 2. Family Liaison 3. Success Coach 4. Director of Professional Learning 5. Executive Principal 6. Three Title I Teachers 7. Four Title I/IDEA Aides 8. Summer School, Extra-Curricular, and Tutoring Coordinator Positions 9. After School Activity funding including tutoring 10. Field Trips inclusive of Social Emotional Learning and College and Career Readiness opportunities 11. Social Emotional Curriculum Resources <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. \$470,000</p>

Approaches to Identify and Address Students' Social & Emotional Needs

<p>Identifying Impacted Students</p>	<p>Spring 2021 – Family Solutions of Ohio provides assistance to those in the community affected with mental illness and serious emotional disturbance to achieve their hopes, dreams and quality of life goals. Using the partnership with Family Solutions, students along with their parents can receive supports for the following needs:</p> <ul style="list-style-type: none"> ● Crisis Intervention for Children, Adolescents, and Adults ● Community Integration for Children, Adolescents, and Adults ● Case Management/Service Coordination for Children, Adolescents, and Adults
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- Psychiatric Evaluation and Medication Management
- Psychosocial Rehabilitation Services
- Outpatient Treatment for Children, Adolescents, and Adults

Identification of impacted students occurs not just with identified partners, but the usage of internal systems and structures. Students who display concern with in-school and out of school occurrences, are referred by teaching staff to the Response to Intervention Team. Identifying triggers, behaviors, and concerns, students are referred to this team to plan intervention to offer supports. Concerns can include the following:

- Chronic Absenteeism
- Academic Struggles
- Social Development & Interaction concerns
- Classroom Behavioral Concerns
- Additional concerns as observed

Students who display chronic absenteeism, tardiness, and other attendance related concerns are supported by the newly hired Family Liaison. The Family Liaison is also the truancy officer of the building and supports the school in event of McKinney-Vento scenarios and additional the court liaison for any city and county related matters. The Family Liaison conducts weekly home visits to families who are experiencing attendance related concerns which impact academic performance. Supports include but are not limited to referrals to county based supports, transportation referrals, technology advising, and other related assistance.

The school utilizes additional varied methods to identify students with social and emotional concerns, up to and including:

- Peer to peer mentoring
- Student conferences
- Weekly check-ins with families
- Home visits
- Counseling referrals
- Mentoring clubs

Summer 2021 – Family Solutions of Ohio provides assistance to those in the community affected with mental illness and serious emotional disturbance to achieve their hopes, dreams and quality of life goals. Using the partnership with Family Solutions, students along with their parents can receive supports for the following needs:

- Crisis Intervention for Children, Adolescents, and Adults
- Community Integration for Children, Adolescents, and Adults
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- Chronic Absenteeism
- Academic Struggles
- Social Development & Interaction concerns
- Classroom Behavioral Concerns

- Additional concerns as observed

During the summer, all Family Solutions offerings will be maintained; however, the identification process becomes limited as teachers do not have the same interaction with students. Teachers will still identify some students who will benefit from Family Solutions based upon student interaction during summer school.

Students will have the opportunity to participate in more whole-brain learning experiences via the summer school instructional model. The summer school instructional model includes increased opportunities to engage socially with peers with extension activities designed for partnership with local organizations. The local organizations will provide extra-curricular programming that supports increased social interaction with peers.

Students who display chronic absenteeism, tardiness, and other attendance related concerns are supported by the newly hired Family Liaison. The Family Liaison is also the truancy officer of the building and supports the school in event of McKinney-Vento scenarios and additional the court liaison for any city and county related matters. The Family Liaison conducts weekly home visits to families who are experiencing attendance related concerns that impact academic performance. Supports include but are not limited to referrals to county based supports, transportation referrals, technology advising, and other related assistance.

2021-2022 – Family Solutions of Ohio provides assistance to those in the community affected with mental illness and serious emotional disturbance to achieve their hopes, dreams and quality of life goals. Using the partnership with Family Solutions, students along with their parents can receive supports for the following needs:

- Crisis Intervention for Children, Adolescents, and Adults
- Community Integration for Children, Adolescents, and Adults
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Identification of impacted students occurs not just with identified partners, but the usage of internal systems and structures. Students who display concern with in-school and out of school occurrences, are referred by teaching staff to the Response-To-Intervention Team. Identifying triggers, behaviors, and concerns, students are referred to this team to plan intervention to offer supports. Concerns can include the following:

- Chronic Absenteeism
- Academic Struggles
- Social Development & Interaction concerns
- Classroom Behavioral Concerns
- Additional concerns as observed

During the 2021-2022 school year, University of Cleveland Preparatory School would like to implement a 12-month administrative position of the *Success Coach*. The *Success Coach* will be pivotal in the identification of troubled and/or impacted students with social and emotional needs.

The school utilizes additional varied methods to identify students with social and emotional concerns, up to and including:

- Peer-to-peer mentoring
- Student conferences
- Weekly check-ins with families
- Home visits
- Counseling referrals
- Mentoring clubs

	<p>Extra-curricular programming will include increased opportunities to engage socially with peers with extension activities designed for partnership with local organizations. The local organizations will provide extra-curricular programming that supports increased social interaction with peers.</p> <p>2022-2023 – Family Solutions of Ohio provides assistance to those in the community affected with mental illness and serious emotional disturbance to achieve their hopes, dreams and quality of life goals. Using the partnership with Family Solutions, students along with their parents can receive supports for the following needs:</p> <ul style="list-style-type: none"> ● Crisis Intervention for Children, Adolescents, and Adults ● Community Integration for Children, Adolescents, and Adults ● Case Management/Service Coordination for Children, Adolescents, and Adults ● Psychiatric Evaluation and Medication Management ● Psychosocial Rehabilitation Services ● Outpatient Treatment for Children, Adolescents, and Adults <p>Identification of impacted students occurs not just with identified partners, but the usage of internal systems and structures. Students who display concern with in-school and out of school occurrences, are referred by teaching staff to the Response to Intervention Team. Identifying triggers, behaviors, and concerns, students are referred to this team to plan intervention to offer supports. Concerns can include the following:</p> <ul style="list-style-type: none"> ● Chronic Absenteeism ● Academic Struggles ● Social Development & Interaction concerns ● Classroom Behavioral Concerns ● Additional concerns as observed <p>During the 2022-2023 school year, University of Cleveland Prep would like to continue the role of a 12-month administrative position of the <i>Success Coach</i>. The <i>Success Coach</i> will be pivotal in the identification of troubled and/or impacted students with social and emotional needs. Responsibilities of the <i>Success Coach</i> include but are not limited to:</p> <p>The school utilizes additional varied methods to identify students with Social/Emotional concerns, up to and including:</p> <ul style="list-style-type: none"> ● Peer to peer mentoring ● Student conferences ● Weekly check ins with families ● Home visits ● Counseling referrals ● Mentoring clubs <p>Extra-curricular programming will include increased opportunities to engage socially with peers with extension activities designed for partnership with local organizations. The local organizations will provide extra-curricular programming that supports increased social interaction with peers.</p>
<p>Approaches for Impacted Students</p>	<p>Spring 2021 –</p> <p>Student intervention and disciplinary records (Educator’s Handbook) review to support identification of student needs and supports. Needs assessments conducted in conjunction with data obtained from the following resources will inform supports necessary:</p> <ol style="list-style-type: none"> 1. RTI screening and supports 2. Referral to MTSS Programming 3. Success Coach recommendations and referrals 4. Family Solutions, Beechbrook, and other partnered therapeutic service recommendations 5. Family and Student Survey data including survey data from: <ol style="list-style-type: none"> a. Family and Parent Literacy Nights

- b. Community Involvement Surveys
 - c. OHYES! Supports
6. Family Liaison Recommendation

Summer 2021 - 2021

- We will disaggregate the data collected from the OHYES survey – results expected in August, 2021.
- Hiring additional staffing (Success Coach, SEL Coordinator, etc.) to identify students who have SEL needs and suggest resources for families for wrap-around services.
- Provide a SEL questionnaire for new enrollments
- Parent Universities, hosted by the Parent Liaison, Dean, potential Success Coach, and leadership to assist in filling the academic and social-emotional gaps
- Adding and SEL programs to our summer school which will be run by a contracted provider (PSI, PEP Assist, etc.)
- Creating community partnerships to offer students and families additional supports
- Continue to conduct family outreach for families who have shown a need for support
- Embedded professional development for all staff members to become accustomed to identifying students and families in need of social-emotional supports
- Offer counseling services immediately for any re-enrolled or newly enrolled scholar who identifies as needing assistance via the survey and questionnaires

2021-2022

1. Educators Handbook cultural and disciplinary data to identify trends and need
2. Family Liaisons will work with families to identify needs of students and families
3. Success Coach will recommend students and families for support in addition to identifying and developing success plans for scholars in need of assistance and track student progress.
4. Deans will identify behavioral data trends and implement programs to support positive school culture.
5. Title I, paraprofessionals, and Social Emotional Learning Coordinator will identify and closely monitor the SEL needs of students working in small group settings.
6. Increasing related partners counseling services to make additional supports for student mentoring including peer-mentoring.
7. Purchase SEL curriculum resources to enhance SEL offerings inclusive of beginning-of-year PD supports.

2022-2023 -

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7. Purchase SEL curriculum resources to enhance SEL offerings inclusive of beginning-of-year PD supports.

Professional Learning Needs	Spring 2021 <ol style="list-style-type: none"> 1. MTSS PD to support teacher response to intervention 2. Response to Intervention Supports 3. Trauma Responsive Teaching Trainings 4. Culturally Diverse & Responsive Teaching Developments 5. De-Escalation Strategies
	Summer 2021 - See above professional learning needs and Professional Learning items shared in the resources and budget, encompassing Spring 2021 through the 2023 school year. Any changes in alignment will be based upon data collection and needs assessments.
	2021-2022 - See above professional learning needs and Professional Learning items shared in the resources and budget, encompassing Spring 2021 through the 2023 school year. Any changes in alignment will be based upon data collection and needs assessments.
	2022-2023 - See above professional learning needs and Professional Learning items shared in the resources and budget, encompassing Spring 2021 through the 2023 school year. Any changes in alignment will be based upon data collection and needs assessments.
Partnerships	Spring 2021 – <ol style="list-style-type: none"> 1. Cuyahoga County Job and Family Services 2. Beechbrook Counseling 3. Family Solutions 4. PSI 5. Total Education Solutions 6. InvoCare
	Summer 2021 – <ol style="list-style-type: none"> 1. Cuyahoga County Job and Family Services 2. Beechbrook Counseling 3. Family Solutions 4. PSI 5. Total Education Solutions 6. InvoCare 7. Increased identification of SEL presenters including professional development facilitators 8. Identification of local mentoring organizations to facilitate extracurricular functioning and professional development of staff in mentoring and cultivation of students.
	2021-2022 <ol style="list-style-type: none"> 1. Cuyahoga County Job and Family Services 2. Beechbrook Counseling 3. Family Solutions 4. PSI 5. Total Education Solutions 6. InvoCare 7. Increased identification of SEL presenters including professional development facilitators 8. Identification of local mentoring organizations to facilitate extracurricular functioning and professional development of staff in mentoring and cultivation of students. 9. *Partnership list to expand in alignment with the needs of the building identified from monthly and annual reflection.
	2022-2023

	<ol style="list-style-type: none"> 1. Cuyahoga County Job and Family Services 2. Beechbrook Counseling 3. Family Solutions 4. PSI 5. Total Education Solutions 6. InvoCare 7. Increased identification of SEL presenters including professional development facilitators 8. Identification of local mentoring organizations to facilitate extracurricular functioning and professional development of staff in mentoring and cultivation of students. 9. *Partnership list to expand in alignment with the needs of the building identified from monthly and annual reflection.
Alignment	<p>Spring 2021</p> <p>As referenced in the University of Cleveland Preparatory School's improvement plan (SY-2019-2021), the staff at UCP will provide prevention/intervention services in pertinent subject areas to students who score below the proficient level on any achievement test and/or who do not demonstrate academic performance at their grade level based on results of any of our diagnostic measures. The School collects data on student performance and designs plans of classroom based intervention services to meet the instructional needs of individual students. Supplemental programming will undoubtedly serve as a critical piece to supporting the development of the whole child. The purpose of supplemental programming at University of Cleveland Preparatory School is to provide activities above and beyond the traditional school day. The goal is to continue to support the whole child including their academic and social/emotional needs. Our programming will be carefully aligned to the model through clubs and groups that support social/emotional development, and overall physical health through extra-curricular activities. The wrap-around service providers will work in conjunction with our current programming. The goal is to have programs in place for the first day of summer professional development for UCP School staff. UCP staff will continue the practice of identifying students that need to conclude the 2020-2021 SY. Thus, giving the staff the time needed to discuss how we will embed SEL and the community support into our daily programming and curriculum.</p> <p>Summer 2021 See above alignment, encompassing Spring 2021 through the 2023 school year. Any changes in alignment will be based upon data collection and needs assessments.</p> <p>2021-2022 See above alignment, encompassing Spring 2021 through the 2023 school year. Any changes in alignment will be based upon data collection and needs assessments.</p> <p>2022-2023 See above alignment, encompassing Spring 2021 through the 2023 school year. Any changes in alignment will be based upon data collection and needs assessments.</p>
Resources and Budget	<ol style="list-style-type: none"> 1. Additional intervention staff for summer programming and future school years including Success Coach. 2. Community Outreach programs 3. Professional Developments 4. Additional supplement curricula including consumables for existing curriculum 5. Additional technological resources <ul style="list-style-type: none"> o 1:1 technology (including repairs and replacements) 6. Maintaining administrative structure that includes <ul style="list-style-type: none"> o Dean of Students o Family Liaison o Director of Professional Learning o Executive Principal

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| | <ol style="list-style-type: none">7. Addition of:<ul style="list-style-type: none">o Three Title I Teacherso Four Title I/IDEA Aideso SEL Coordinator8. Summer School, Extra-Curricular, and Tutoring Coordinator Positions9. After School Activity funding including tutoring (min. \$30,000 annually)10. Field Trips inclusive of Social Emotional Learning and College and Career Readiness opportunities11. Social Emotional Curriculum Resources |
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Budget: The Academy will use ESSER II and Student Wellness to hire a position to support student mental health. \$150,000