

## PROMISE ACADEMY LEARNING RECOVERY PLAN

### PRIMARY COMPONENTS OF THE PLAN

1. **Impacted Students:** How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
2. **Needs:** How will schools and districts identify the needs of those students?
3. **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
4. **Approaches:** What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring and remote options.)
5. **Partnerships:** Which local and regional partners (such as educational service centers, Information Technology Centers, libraries, museums, after-school programs or civic organizations) can schools and districts engage in supporting student needs?
6. **Alignment:** How can this plan reinforce and align to other district or school plans, including plans for Student Wellness and Success Funds, improvement plans or graduation plans?

DEADLINE: April 1, 2021

DIRECTIONS: Post the plan to the school or district website and then email that link (URL) to: [ExtendedLearning@education.ohio.gov](mailto:ExtendedLearning@education.ohio.gov).

RESOURCES: [Ohio Department of Education FAQs](#)

School District: **Promise Academy**

District Contact: **Dr. Jeffrey Jaroscak, Executive Director**

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**IMPACTED STUDENTS:** Not meant to be limited to particular subgroup (i.e. special education, credit recovery)

Promise Academy intends to offer extended learning opportunities, academic support, and social/emotional support to all enrolled students beginning in the Spring of 2021 and extending through the 2022-2023 school year. Even though the services and programs described in this plan will be available to all enrolled students, specific efforts will be made to identify the students most in need of additional assistance.

In the Spring of 2021, Promise Academy will conduct a thorough review of available student information in order to inform programming and identify students that are in the most need of assistance. Information considered includes, but is not limited to:

- Attendance records
- Course progress and completion rate
- Benchmark testing (MAP/STAR)
- MTSS data generated to date
- IEP progress reports and SDI service records

The Promise Academy Leadership Team will review the available student data to identify areas of learning loss, lack of progress, or student difficulty.

The culmination of the assessment of this information will be the development of Individual Graduation Plans for each student enrolled in Promise Academy.

Moving forward, these plans will be used to:

- Guide the assignment of courses and programs of student for individual students
- Identify Work Keys, Industry Credentials, or other alternate pathways for graduation
- Determine student progress (rate and quality) throughout the period of enrollment
- Inform school programming
- Develop accelerated courses for students that are identified as “at risk”

**NEEDS:** Can be based on current data, with plans for gathering additional information for planning; Also consider social-emotional needs

**Spring 2021, Summer 2021, SY 2021-2022, SY 2022-2023**

The identification of student needs leading to the design, delivery, and evaluation of programs addressing those needs, is a process rather than a single event. Beginning in the Spring of 2021 Promise Academy will embark on a cycle that closely resembles the Ohio Improvement Process (OIP) where schools identify critical needs, select evidence-based strategies, plan for implementation, implement and monitor, and then evaluate the effort. This process allows for the possibility that the need of students in the Spring of 2021 might not be the same as the needs in the Spring of 2023.

**Spring 2021:** Based upon the most current data, our primary areas of need are attendance and student progress.

**Spring, Summer, Fall: (2021-2023)**

A continuous cycle of data analysis, instructional/interventional design, strategy implementation, and evaluation of programming will begin every spring

- The needs of every student will be taken into consideration for support i.e. academic, social emotional, advancement, enrichment.
- Baseline assessment data will be analyzed in the spring, summer, and then throughout the school year.
- Ongoing data analysis and monitoring will provide information about student progress, achievement, and opportunities as well as extended needs.
- Data will be used to evaluate the effectiveness of all programming as well as to prescribe changes, tweaks, additions.
- Subcommittees will be assigned for designing, planning, and monitoring programming.

**RESOURCES AND BUDGET:** Consider one-time ESSER Funds for Short-Term Activities; Could use Student Wellness Funds

ESSER funds will be utilized to implement strategies of support during summer learning as well as during the school year. Incurred cost will be related to salaries, materials, and purchased services.

**APPROACHES:** Can be built on existing approaches but should be expanded or modified to meet current need as a result of pandemic

**Spring 2021:**

- Focus continues to be on attendance related issues. The school re-opened for face-to-face instruction on March 1, 2021. Since that time we have had few students return to the building
- Deployment of Outreach Coordinators to mitigate barriers to student attendance (remote or in-person)

**Summer 2021:**

- We intend to operate the school throughout the summer
- Teaching staff (in some configuration) will be available to assist students and provide instruction
- Hours will be slightly reduced from regular school hours, but will allow for students to recover academic progress lost during the pandemic

**School year 2021-2022:**

- We anticipate the offering of additional pathways to graduation, including Career Based Intervention and Industry Credentials
- We will deploy “Fast Track” classes, aligned to End of Course Exams that will be available to students that are identified as “at risk”
- We anticipate the implementation of our fully re-designed Multi-Tiered System of Supports that will provide needed academic and behavioral support to students at various levels of need
- We will implement a continuous cycle of data capture, analysis, and focused action based upon the Ohio Improvement Process

**\*District personnel, partners, administrators will meet throughout spring, summer, fall for more detailed planning, training, and data analysis around programming.**

**PARTNERSHIPS:** Include internal stakeholders and external resources to increase success

**Partnerships may include but not be limited to the following:**

- The Educational Service Center of Northeast Ohio
- Buckeye Community Hope Foundation
- Edgenuity
- Towards Employment
- Applewood

**ALIGNMENT:** Consider alignment to Student Wellness Plans or strategies used during FY21 for meeting the needs of vulnerable students

Extended Learning Support will align with the following:

- Root Cause analyses
- One Needs Assessment
- ESSER Funding application
- Consolidated Continuous Improvement Plan (driven by One Needs Assessment)
- OIP Process
- School Strategic Plan

**\*District personnel, partners, administrators will meet throughout spring, summer, fall for more detailed planning, training, and data analysis around programming.**

*\*\*More detailed information may be found at this link:\*\**

<https://docs.google.com/document/d/1CGw2F32p34sMcqkGf-8Ugz26b2xiPRNJJ9ZlAtyVMQE/edit?usp=sharing>