



Learning Recovery and Extended Learning Plan

District Name:	Hope Academy Northwest
District Address:	1441 W. 116 th St. Cleveland, OH 44102
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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, Hope Academy Northwest 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: Hybrid

Students come to the school building on Monday and Tuesday. 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 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 be 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 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	<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>Additional methods that will be utilized to recognize and monitor impacted students include</p>

	<p>Heggerty’s screeners, Running Records, short cycle assessments, Third Grade Reading Guarantee data, and Foundations (K-3).</p> <p>Summer 2021</p> <p>Assessments that will be used to measure student’s growth during summer school or summer tutoring include Running Records, SCA /Exit Tickets, IREADY and Oral Reading Fluency</p> <p>2021-2022</p> <p>We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. Assessment and data points that originated in the Spring of 2021 will continue to be used in 2021-2022 by providing each teacher with a three-inch binder that includes recent data. This data will provide baseline data to the next teacher about where each scholar is at according to the Spring iREADY diagnostic data. Additionally, the next grade level teacher will add to each data binder with the upcoming assessment data, which will be a resource to use at forthcoming parent conferences.</p> <p>2022-2023</p> <p>Each student will have a data binder that follows them. The data binder will serve as a record of academic growth. The data binder strategy will prove to be a valuable tool for students that may have transferred into the school later in their elementary school career.</p>
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021</p> <p>Diagnostic and formative assessment data identify students who do not progress solely under Tier 1 approaches to learning. Hope Academy Northwest will utilize the MTSS processes to identify those students and align them with the most appropriate Tier 2 or Tier 3 intervention. Commonly used Tier 2 interventions used at Hope Academy Northwest are small group instruction, one on one pull-out intervention, and online tutoring. These processes will continue in the forthcoming years.</p> <p>Summer 2021</p> <p>For the upcoming summer, Northwest Academy will engage in a five-week summer school session between June 14 and July 23. Summer School will operate for four hours a day, five days a week. During that time, students will receive 90-minutes of math instruction and 90-minutes of ELA instruction.</p> <p>2021-2022</p> <p>During the 2021-2022 academic year, the plans we have set center around five goals. The first goal is to expand the reading focus by implementing Oral Reading Fluency and use that as a running record that will be monitored and displayed throughout the school in grades K-8</p> <p>The second goal focuses on content-based Constructive Responses. To achieve this, teachers will focus on previously released student samples to assist scholars with stems and teachers with understanding how to grade them accordingly. Teachers will then engage in protocols that allow teachers to unearth evidence of student growth and monitor students through the new Multi-Tiered System of Supports (MTSS)- previously RtI processes.</p> <p>Our third goal is to increase parent communication. We are seeking to implement a more consistent and uniform approach to parent and guardian outreach.</p> <p>The fourth goal focuses on increasing reading fluency. Northwest will establish a dedicated time each day when students pick a book and read for fifteen minutes. In addition to reading for fifteen minutes, each student will also complete a reading log on a biweekly basis in which students</p>

	<p>summarize the text in 4-5 sentences. Reading logs will be progress monitored and displayed throughout the classrooms.</p> <p>We want to implement a virtual foreign language program for our scholars in 5th through 8th grade for the fifth goal.</p>
Professional Learning Needs	<p>2022-2023</p> <p>During the 2022-2023 school year, Northwest Academy will continue to utilize the MTSS process as well as small group pull outs for grades K-8.</p>
	<p>Spring 2021</p> <p>For academic purposes, Northwest Academy will provide after school professional development on backwards planning formative assessments with correct Depth of Knowledge questions that mirror the Ohio State Tests during Spring 2021.</p>
	<p>Summer 2021</p> <p>During the summer of 2021, Northwest Academy will engage in professional learning over the following topics:</p> <ul style="list-style-type: none"> o Resiliency o Building Team Efforts (PD time to be split between academics and culture of students and adults) o Oral Reading Fluency o Reviewing previously released student samples from the Ohio Department of Education to write Constructive Responses o Reviewing rubrics provided by the Ohio Department of Education to guide constructive feedback on student written work o Utilizing backwards planning and pacing guides to guide the creation of formative assessments o Introduction to the foreign language program known as Meg (conducted virtually) with teacher support
	<p>2021-2022</p> <p>During the 2021-2022 school year, Northwest Academy will focus its professional development over the following two areas: Co-Viewing virtual classroom observations conducted through Whetstone to identify joint goals and Working with content-based teachers to assess student written samples</p>
Partnerships	<p>2022-2023</p> <p>In the academic year of 2022-2023, Northwest Academy will focus on restorative justice to decrease the number of student-based issues by creating a stronger culture within the classroom</p>
	<p>Spring 2021</p> <p>Northwest Academy has established multiple long-standing partnerships with organizations such as the Cleveland Book Bank, in which we have been provided with classroom sets of chapter books, FEV Tutoring, which is used to as an intervention program for grades K-8 in the areas of math and science, Value World, which has provided many of our families with school clothing at a discounted cost and mental health care companies such as Beach brook, Applewood and Guidestone.</p> <p>Summer 2021</p> <p>Over the Summer of 2021, we will build partnerships with a junior ROTC program as well as the</p>

	<p>Beck Center in Lakewood, Ohio. The JROTC program would benefit Northwest Academy by providing us with more after school programs as well as provide pathways for many of our students later on. By creating a partnership with the Beck Center, this would also assist us in providing an after-school art club which would allow our students to see a gradual progression of their art skills, which would also directly impact the self –esteem of our students.</p> <p>2021-2022</p> <p>During the 2021-2022 school year, Northwest Academy will engage in a partnership with either Lowes or Home Depot to assist us with the materials necessary to cultivate an urban garden.</p> <p>2022-2023</p> <p>Northwest Academy will pair up with an eco-friendly community organization promoted to cleaning up Lake Early. Students will engage in beach cleanups and better understand how recycling assists our local environment.</p>
Alignment	<p>Spring 2021</p> <p>Northwest Academy will continue to align the goals with the Local Literacy Plan by increasing and maintaining regular communication with parents to communicate academic strengths and concerns. Furthermore, by increasing our communication with parents and families, we can provide feedback on a more regular basis and address any potential truancy issues.</p> <p>As Northwest is known for above-average academic performance, we want to increase daily attendance by focusing on external enrichment programs. To accomplish this, we will have a before and aftercare enrichment educational program and hope to acquire a rock-climbing gym to utilize during gym time.</p> <p>Summer 2021</p> <p>Over the summer of 2021, professional development will focus on conducting Oral Reading Fluency for all students in grades K-8. As summer school teachers will start this pilot program, they will also run the professional development regarding this topic during summer PD.</p> <p>Another focus area we are spending time on over the summer includes utilizing FEV tutoring for those attending virtual or traditional summer school.</p> <p>Our final professional development goal focuses on student writing. We will spend a majority of time during the summer developing a writing program for grades K-8, as well as assisting teachers in providing constructive criticism that promotes stronger writing on the OST.</p> <p>2021-2022</p> <p>During 2021-2022, Northwest Academy's goals will align with our Literacy Goals as each teacher will have a binder complete with the data for each student. Using that binder, teachers will meet biweekly with school leadership and engage in the RtI process to discuss potential interventions.</p> <p>During the 21-22 school year, 100% of students will engage in Oral Reading Fluency, continuing the ORF program from the previous summer.</p> <p>Northwest Academy will also have mandatory tutoring, which will occur for students virtually. As tutoring has historically resulted in low attendance due to transportation issues, virtual tutoring eliminates the problem.</p>

	<p>2022-2023</p> <p>Northwest Academy will follow the Local Literacy Plan in 2022-2023 by utilizing Oral Reading Fluency in grades K-8, having teachers meet with the Director of Academics and the Head of School on a biweekly basis during their planning time to discuss academic growth, engaging in virtual tutoring, utilizing FEV tutoring in grades 4-8 and creating as well as progress monitoring RIMPS for students in grades K-8</p>
<p>Resources and Budget</p>	<p>For Northwest Academy to make the after-school art programs a success, we will need to establish a professional relationship with the local Beck Center of local college to provide us with a student to teach the class. With regards to establishing a junior ROTC program, we will need to create a partnership with a local ROTC branch that can direct us to someone at the JROTC branch to determine our eligibility and requirements. In addition to these two after school programs, we will need to find a liaison to work with at Home Depot or Lowes to donate supplies for our urban garden as well as create a partnership with a local food bank to donate unused food to.</p> <p>For the academic goals for Northwest Academy, we will need a one-inch binder for each student as well as plastic sleeves and binder dividers to hold their data as well as any interventions and work samples. Additionally, we will need two bulletin boards per classroom to display scholarly work as well as teacher's constructive criticism</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>

<p>Approaches to Identify and Address Students' Social & Emotional Needs</p>	
<p>Identifying Impacted Students</p>	<p>Spring 2021</p> <p>School Staff members are utilizing the Social Emotional Program known as Second Step with all kindergarten to eighth grade students. If students need additional services, the Head of School will speak with the parent and or guardian to discuss the potential use of outside services such as Beach Brook or Applewood, which provide a therapist to the school on specific days to meet with students who may need additional interventions.</p> <hr/> <p>Summer 2021</p> <p>Northwest will utilize MTSS processes to identify students that are in need of additional behavioral and academic support. Interventions will be delivered in collaboration with external partners.</p> <hr/> <p>2021-2022</p> <p>Northwest will utilize MTSS processes to identify students that are in need of additional behavioral</p>

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Approaches for Impacted Students	<p>Spring 2021</p> <p>Through the MTSS process, Northwest will meet student social-emotional needs by coordinating services with Northwest's external partners and contractors. MTSS will be a critical process addressing the increased social-emotional gaps developed as a result of the COVID-19 pandemic. All students that demonstrate a need for additional supports will be engaged in the MTSS process.</p>
	<p>Summer 2021</p> <p>During the summer of 2021, students in need of supports will receive services through our external partners. Our onsite Behavioral Intervention Specialist will serve as the liaison between the school, external services, and our students.</p>
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	<p>2022-2023</p> <p>Through the MTSS process, Northwest will meet student social-emotional needs by coordinating services with Northwest's external partners and contractors. MTSS will be a critical process addressing the increased social-emotional gaps developed as a result of the COVID-19 pandemic. Our onsite Behavioral Intervention Specialist will serve as the liaison between the school, external services, and our students.</p>
Professional Learning Needs	<p>Spring 2021</p> <p>During the spring of 2021, Northwest will work to build leadership and teacher capacity around the MTSS process. This will include the development of a MTSS team, identification of types of interventions, and alignment of external partnerships, and creation of a PBIS program.</p>
	<p>Summer 2021</p> <p>During the summer of 2021, Northwest will continue to build leadership and teacher capacity around the MTSS process. This will include the development of a MTSS team, identification of types of interventions, and alignment of external partnerships, and creation of a PBIS program. Teachers will also receive development to support daily facilitation of the Second Step curriculum.</p>
	<p>2021-2022</p> <p>During the 2021-2022 school year, each teacher and staff member will engage in Social Emotional Learning through Second Step at least thirty minutes a week at the start of the day. By engaging in social emotional learning at the start of the day, the teachers and staff members will be able to tie academic lessons that they are teaching to the SEL curriculum that they are also instructing, resulting in cross curriculum.</p>

	<p>2022-2023</p> <p>During the 2021-2022 school year, each teacher and staff member will engage in Social Emotional Learning through Second Step at least thirty minutes a week at the start of the day. By engaging in social emotional learning at the start of the day, the teachers and staff members will be able to tie academic lessons that they are teaching to the SEL curriculum that they are also instructing, resulting in cross curriculum.</p>
<p>Partnerships</p>	<p>Spring 2021</p> <p>Northwest Academy has maintained long-term professional relationships with Beachbrook, Guidestone and Applewood. All of these companies provided mental health services to students and families.</p>
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<p>Alignment</p>	<p>Spring 2021</p> <p>By increasing our relationship with Beach Brook, Northwest Academy can gain a family liaison that works specifically with our students and families. This will also align with the Literacy Plan as students will be more likely to attend school as their focus on academics will increase due to issues at home being addressed.</p>
	<p>Summer 2021</p> <p>By gaining a family liaison through Beach Brook, Northwest Academy will be better able to assist our Northwest families with their needs, providing additional support to our scholars. This also aligns with our Local Literacy Plan, as students will be able to increase their focus on their academic achievements due to increased support at home.</p>
	<p>2021-2022</p> <p>By obtaining a family liaison at Northwest Academy, our Local Literacy Plan will be positively impacted as students who have dealt with truancy in the past will have a more supportive home life. As a result of attending school more often, we will therefore be able to better progress monitor these students to ensure that they are gaining the necessary interventions.</p>
	<p>2022-2023</p>

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<p>Resources and Budget</p>	<p>For Northwest Academy to reduce the truancy issue, which is a goal of our Local Literacy Plan, we require a family liaison who can assist our parents and students with increasing a consistent home life. By doing so, our students are more likely to attend as their basic needs are therefore met and are prepared for the academic day ahead.</p> <p>Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$125,000</p>