



Learning Recovery and Extended Learning Plan

District Name:	Northeast Ohio College Preparatory School
District Address:	2357 Tremont Avenue Cleveland, Ohio 44113/ 2280 Professor Avenue Cleveland, Ohio 44113
District Contact:	Dr. Veda Giles-Weeks and Ms. Haley Mueller
District IRN:	011923

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 remotely, utilizing paper packets and teachers providing online instruction via Google Classroom. Google Classroom is an on-line platform carefully curated to provide instruction with regards to the standards not covered during face-to-face 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 the world-wide pandemic would continue, and we needed to think differently and plan accordingly for the 2020-2021 school year. As a result of this thoughtful planning, Northeast Ohio College Preparatory School 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.

The 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 changed, or the Governor enacted a closure order, all students were able to pivot to Option 2 immediately.

Option 1: Hybrid

Students come to the school building on two specified days per week, up to four days if needed based upon IEP needs and/or ability to succeed academically in a hybrid learning environment. All services and accommodations specified within a student's IEP were delivered regardless of a student's modality. The days the students are not on campus, they participate in virtual instruction from their home.

Based on the grade level of the student, their academic needs and the teacher's discretion, additional work was sent home for additional practice or enrichment. Students with special education needs received their services as specified in their IEP during their time in the school building.

Students followed a set schedule of live sessions they were required to attend each week supplemented by recorded sessions and coursework that could be completed at any time before the due date.

Teachers facilitated standards-based instruction using materials that aligned with the Ohio State Standards for content and rigor and within Canvas our on-line learning platform. Specials, electives, field trips, and other regularly scheduled academic experiences occurred remotely as well.

Students engaged in online learning approximately 6.5 hours per day. Parent involvement varied by student and by grade level, but typically required about 2 hours per day of active teaching/supervision for younger grades and 30 minutes per day for middle and high school. Parents needed to plan to be available during the entire learning block if needed.

Regular communication occurred with the family regarding scholars' academic progress and their social emotional well-being. Communications 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 were followed daily and monitored by the Regional Vice President.

Option 2: Full time at home (Remote)

Students learned from home daily as delineated in the school's Board approved calendar. Students were provided a Chromebook, hotspots, and internet reimbursement if needed based on participation and eligibility guideline. Teachers facilitated standards-based instruction using the ACCEL curriculum which is aligned to Ohio State Standards for content and rigor. Teachers could 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, Mastery Connect, and Achieve 3000, or other programs to differentiate for student learning needs around a given standard.

Teachers also use the assessments within the virtual curriculum, or the autonomy 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, were also offered to virtual students. Each day instruction is a combination of teacher-led, synchronous sessions and student-led practice activities. Expectations were set for the number of hours (6.5 daily) students are to engage in learning, and how the family should be prepared to support their scholar's learning at home.

There was a combination of online learning which required a computer and other offline activities that required solving math problems, collaborating with peers, exercising, etc. Students with special education needs received 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, provided a secure environment for our Instructional Specialists to work directly with their caseloads 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 needed to change from one modality to another due to extenuating circumstances. It also allowed regular assessment data in both 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-12. This online assessment, given in the fall, winter and spring to all students, regardless of their modality, allows us to measure the academic growth of our students in both mathematics and reading.

Reports within the system allow us to see which students are on track for meeting grade level goals, which ones are exceeding the expected pace for growth and which ones are not meeting the growth targets. This crucial information forms the basis for the supports we provide students.

Other ideas for how you recognized and monitored impacted students...

- Short cycle assessments- Stop, Drop, and Write, Standards Mastery, and Growth Monitoring
- Third Grade Reading Guarantee data – determined which students were on track to pass to fourth grade.
- RTI process
- [Ohio Healthy Youth Environments Survey \(OHYES!\) for grades 7-12](#)

High School

- Short cycle assessments – Stay Calm and Write
- RTI Process
- Achieve 3000
- IXL
- Mastery Connect
- [Ohio Healthy Youth Environments Survey \(OHYES!\) for grades 7-12](#)

Summer 2021

- We will continue to utilize i-Ready comprehensive assessment systems in mathematics and ELA for all students K-12, as well as Achieve 3000 data for high school students 9-12. In regards to SEL we will utilize the data received from [Ohio Healthy Youth Environments Survey \(OHYES!\) for grades 7-12.](#)

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 deficits. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed. We will also utilize all data points to render additional support services via Title I in grades K-12.

As an additional data point, we will review the Spring OST/EOC state testing data.

Other ideas for how you recognized and monitored impacted students

- Short cycle assessments- Stop, Drop, and Write, Standards Mastery, and Growth

Monitoring

- Third Grade Reading Guarantee data – determined which students were on track to pass to fourth grade.
- Title I services to support students in all grades K-12
- RTI process
- Additional Deans will incorporate the behavior data garnered from MBA PowerSchool Behavior Plugin to better serve and monitor all scholars
- [Ohio Healthy Youth Environments Survey \(OHYES!\) for grades 7-12](#)
- Data compiled by the Success Coaches Grades K-12
- Parent Liaison will help to identify students and support families using parent surveys, Family University Nights, and general family concerns submitted to the liaisons

High School

- Short cycle assessments – Stay Calm and Write
- RTI process
- Title I services for grades 9-12 in ELA/Mathematics
- Achieve 3000
- IXL
- Mastery Connect
- Additional Deans will utilize the behavior data garnered from MBA PowerSchool Behavior Plugin monitor student behavior trends
- [Ohio Healthy Youth Environments Survey \(OHYES!\) for grades 7-12](#)
- Data compiled by the Success Coaches Grades K-12
- Parent Liaison will help to identify students and support families using parent surveys, Family University Nights, and general family concerns submitted to the liaisons
- Additional guidance counselor to identify, develop, and monitor student schedules in preparation for post-secondary options

2022-2023

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 three years' worth of data to continue to identify students' learning needs and put structures and programs in place to support those academic deficits. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.

As an additional data point, we will review the Spring OST/EOC state testing data.

Other ideas for how you recognized and monitored impacted students

- Short cycle assessments- Stop, Drop, and Write, Standards Mastery, and Growth Monitoring
- Third Grade Reading Guarantee data –determined which students were on track to pass to fourth grade.
- RTI process
- Title I services to support students in all grades K-12
- Additional Deans will incorporate the behavior data garnered from MBA PowerSchool Behavior Plugin to better serve and monitor all scholars
- [Ohio Healthy Youth Environments Survey \(OHYES!\) for grades 7-12](#) if available for the 2022 – 2023.
- Data compiled by the Success Coaches Grades K-12
- Parent Liaison will help to identify students and support families using parent surveys, Family University Nights, and general family concerns submitted to the liaisons

High school

- Short cycle assessments – Stay Calm and Write
- RTI Process

	<ul style="list-style-type: none"> • Title I services for grades 9-12 in ELA/Mathematics • Achieve 3000 • IXL • Mastery Connect • Additional Deans will utilize the behavior data garnered from MBA PowerSchool Behavior Plugin monitor student behavior trends • If available, we will administer the Ohio Healthy Youth Environments Survey (OHYES!) for grades 7-12 for data collection purposes • Data compiled by the Success Coaches Grades K-12 • Parent Liaison will help to identify students and support families using parent surveys, Family University Nights, and general family concerns submitted to the liaisons • Additional guidance counselor to identify, develop, and monitor student schedules in preparation for post-secondary options
Approaches to Support Impacted Students	<p>Spring 2021</p> <p>We are implementing the RTI process to identify and monitor struggling scholars, continuing with small group/pull out groups, targeted instruction for those scholars scoring near proficient on built in measures, before and after-school tutoring, and intervention packets are sent home with all K-8 scholars to encourage additional practice at home.</p>
	<p>Summer 2021</p> <p>We plan on implementing a six-week summer school program where we will continue to utilize the Canvas platform. The students will use IXL, i-Ready, Achieve3000 and credit recovery courses, etc., to recoup credits or to fill the learning gaps due to the pandemic. We will also offer an early start for the kindergarten and first grades and the ninth/tenth grade scholars for the purpose of acclimating the students to the academic and social mores of Northeast Ohio College Preparatory K-12 School.</p> <p>We will also add two Family Universities throughout the summer to give our families resources and support needed to help their students regain the academic skills, trauma, and social-emotional constancy lost during the remainder of the 2019 year and the 2020-2021 school year.</p> <p>Additionally, we are currently solidifying additional partnerships to support our scholars beyond the six-weeks summer school opportunity.</p>
	<p>2021-2022</p> <ul style="list-style-type: none"> • Title I services for all grade levels K-12 • Family Liaison supports for all families K-12 • After-school tutoring and after-school programming to support academics and social and emotional learning (SEL) • Community partnership and contracted service providers to provide professional learning for student support and teacher growth. • Additional administrative staffing (Deans) to support the behavioral and academic needs of students' post pandemic • Counseling services embedded within our school-based staffing, instituted by a success coach for K-12. • MBA Behavior Plug-In for PowerSchool to track behavior trends to give greater freedom to track student infractions. • Additional guidance counselor to identify, develop, and monitor student schedules in preparation for post-secondary options.
	<p>2022-2023</p> <ul style="list-style-type: none"> • Title I services for all grade levels K-12. • Family Liaison supports for all families K-12. • After-school tutoring and after-school programming to support academics and social and emotional learning (SEL).

	<ul style="list-style-type: none"> • Community partnership and contracted service providers to provide professional learning for student support and teacher growth. • Additional administrative staffing (Deans) to support the behavioral and academic needs of students' post pandemic. • Counseling services embedded within our school-based staffing, instituted by a success coach for K-12. • MBA Behavior Plug-In for PowerSchool to track behavior trends to give greater freedom to track student infractions. • Additional guidance counselor to identify, develop, and monitor student schedules in preparation for post-secondary options. • Any additional supports identified from the data collected and completed needs survey from the 2021-2022 school year.
Professional Learning Needs	<p>Spring 2021 As for the embedded professional development, we would utilize services provided by PEP Assist. PEP Assist consultants customize programs and staff development opportunities so young people with difficulties regulating emotions, severe mental health challenges, autism, and other special needs can be served and ultimately thrive in their schools and communities. There is a documented need for PEP Assist services considering we typically serve at least 30% of our population, which have special education and/or emotional needs. Moreover, the Director of Special Education will provide much needed professional development for all staff members. We will also reach out to PSI to support our PD needs for trauma informed care and resiliency training.</p> <p>Additionally, we want to implement on-going PD for de-escalation techniques, RTI process, behavior interventions and development of behavior plans for all staff members, inclusive of contracted service providers. Deans will conduct Behavior Management PDs during the summer, as well as the Director of Academics and Assistant Principal will conduct academic professional developments. We will also require professional development for all newly acquired SEL curriculum, MBA Behavior Management Plugin from PowerSchool, and any additional curriculum or learning platforms that will be in addition to current offerings.</p> <p>Summer 2021 As for the embedded professional development, we would utilize services provided by PEP Assist. PEP Assist consultants customize programs and staff development opportunities so young people with difficulties regulating emotions, severe mental health challenges, autism, and other special needs can be served and ultimately thrive in their schools and communities. There is a documented need for PEP Assist services considering we typically serve at least 30% of our population, which have special education and/or emotional needs. Moreover, the Director of Special Education will provide much needed professional development for all staff members. We will also reach out to PSI to support our PD needs for trauma informed care and resiliency training.</p> <p>Additionally, we want to implement on-going PD for de-escalation techniques, RTI process, behavior interventions and development of behavior plans for all staff members, inclusive of contracted service providers. Deans will conduct Behavior Management PDs during the summer, as well as the Director of Academics and Assistant Principal will conduct academic professional developments. We will also require professional development for all newly acquired SEL curriculum, MBA Behavior Management Plugin from PowerSchool, and any additional curriculum or learning platforms that will be in addition to current offerings.</p> <p>2021-2022 Our professional learning opportunities were described in the aforementioned area for Summer 2021. We will add any additional professional development as needed, based upon data retrieved from family surveys, staff questionnaires, administrative observations, student and family needs, and any additional data collected via Success Coaches, Title I teachers, and Family Liaisons.</p> <p>2022-2023 Our professional learning opportunities were described in the aforementioned area for Summer 2021. We will add any additional professional development as needed, based upon data retrieved from family surveys, staff questionnaires, administrative observations, student and family needs, and any additional data collected via Success Coaches, Title I teachers, and Family Liaisons.</p>

Partnerships	Spring 2021 <p>We continued to foster current relationships with the Merrick House Recreation Center and the Jefferson Library. Both organizations work directly with our K-12 scholars on after-school tutoring, post-secondary exposure and field trips, as well as internships and employment for the high school scholars. Both of the aforementioned partnerships extend into the summer and during the school year.</p>
	Summer 2021 <p>Our plan is to build additional academic partnerships to expose and support our students' learning needs, post pandemic. Currently, we do not have consistent or established partnerships outside of our contracted service providers. (TES, PSI, PEP Assist, etc.,)</p>
	2021-2022 <p>Additional plans for the 2021-2022 school year will be to partner with local pre-schools and credit recovery schools to begin supporting the academic needs of future and current Northeast Ohio College Preparatory School scholars. Expand the current partnership with Cuyahoga Community College for College Credit Plus with the lower campus to meet their middle needs.</p>
	2022-2023 <p>Based upon the 2021-2022 school year's data trends, we will expand and add to current partnerships developed in the 2021-2022 school year.</p>
Alignment	Spring 2021 – 2023 <p>Northeast Ohio College Preparatory School is dedicated to providing underrepresented students with an education that supersedes standards of excellence. Northeast Ohio College Preparatory School believes that all students can learn and all students have the right to an exceptional education. Within the curricular plan, we understand that all students are different and require the school to respond to each student individually. In order to do so successfully, the plan is designed for all students, no matter where they may be in their academic career. The curricular plan intends to remediate, enhance, and accelerate learning, with the expectation of meeting the needs of all students at Northeast Ohio College Preparatory School.</p> <p>Students who are below grade level will have opportunities to “catch up” by taking full advantage of the differentiated learning activities being implemented by the teacher. These activities include, but are not limited to, research-based interventions and strategies that are specifically designed to remediate skills that have been previously taught. Programs such as corrective reading and math fluency will be used to fill holes and gaps of our students who are behind. It is an expectation that students who are behind are brought to grade level in reading and mathematics before the end of the school year. The curricular plan also pays close attention to students who are already at-grade level. These students will be engaged in activities designed to advance them into acceleration. Teachers will create learning opportunities that will challenge the thinking of our proficient students.</p> <p>The curricular plan also devotes ample time to students who are above grade level. Several times throughout the day, these students will be engaged in work that will support their already accelerated skill set. Students will be involved in project-based learning, sometimes self-selected and other times uniquely designed by the teacher to keep our above grade level learners on the pathway of advanced studies.</p> <p>A standards-based curriculum that teaches students skills for college and career readiness is fundamental to the teaching and learning program implemented. Teachers will implement the curriculum so that it is in alignment with the Ohio state standards for each grade level. The school will work collaboratively with its partner, ACCEL Schools to ensure that the curriculum is implemented with fidelity.</p> <p>Highlights and features of Northeast Ohio College Preparatory School's educational program follow:</p> <ul style="list-style-type: none"> ● Rigorous pre-college preparatory curriculum for all scholars' kindergarten through twelfth grade.

	<ul style="list-style-type: none"> ● <i>i-Ready</i> 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. ● 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. ● A daily intervention block is implemented in grades 3-5 allows 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. ● Classes in grades 6-8 are approximately 60 minutes in length and consist of direct instruction, collaborative grouping, and project-based learning opportunities. ● Scholars in grades 9-12 are on a block schedule with each class 60 minutes in length and consist of direct instruction, collaborative grouping, and project-based learning. ● Access to college coursework through Ohio's College Credit Plus program allows students to work towards their high school diploma while simultaneously earning college credit. ● Scholars who are not performing at grade level also have the opportunity to participate in the after school tutoring program and programing, which provides differentiated instruction based upon student needs ● Title I services provided during the school day for all grades K-12. ● 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. ● Intensive summer staff training of ten days during year-one and seven days thereafter, inclusive of SEL, special education as it pertains to behavior management, academic supports, cultural competency, and diversity training. ● Additional Deans to assist in monitoring student behavior, which directly affects student academics. ● Parent Liaisons and Success Coaches will support wrap-around services for students and families. ● A range of extra-curricular and enrichment activities based on student interest, such as sports teams and clubs are available. <p>Summer 2021</p> <p>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</p> <p>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</p> <p>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>	<p>Title I, Title IIA, Title IV, IDEA-Part B, ESSER I, ESSER II, Student Wellness, General Funds</p> <ul style="list-style-type: none"> ● Four Title I teachers – K-12 ● Two Success Coaches ● One additional Guidance Counselor ● Two Parent Liaisons ● One Dean for NEO Lower ● Four additional paraprofessionals to assist with small group instruction and having “access to an aide”, within their IEPs grades 9-12 ● One full time, dedicated psychologist who will serve the K-12 campus ● One full time nurse for the NEO campus to provide medical assistance for any COVID-19 related needs (long halers), etc. ● One full-time custodian to split between the two buildings to assist with cleaning ● Professional Development resources for the K-12 campus – PEP Assist, PSI, TES, PowerSchool MPA program and training

	<ul style="list-style-type: none"> • After-school tutoring • Additional K-3 staff to accommodate increased enrollment. • SEL professional development and curriculum (outlined below) • Line item for breakfast, lunch, and snacks for summer school and after-school tutoring • Line item for students' incentives to encourage academic and social-emotional success • Budget for hourly employees to assist with after-hours or outside of the regular school calendar • Field trips, inclusive of college and career readiness exposure • Six dedicated personnel for SEL clubs that will use the Violence Prevention Project - Boys 2 Mentors and HerStory curriculum suites and accompanying student workbooks. The clubs would meet twice per week for 52 weeks. <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. \$500,000</p>
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Approaches to Identify and Address Students' Social & Emotional Needs

<p>Identifying Impacted Students</p>	<p>Spring 2021 Ohio's strategic plan for education, <i>Each Child, Our Future</i>, emphasizes the importance of meeting the needs of the whole child to ensure each student is healthy, safe, supported, challenged, prepared and empowered to reach his or her full potential.</p> <p>The coronavirus (COVID-19) pandemic has impacted day-to-day functioning in both large and small ways for people of all ages across the world. It is important that schools and communities have as much information as possible to make meaningful connections with students and plan new ways to address student needs and challenges.</p> <p>Within our middle and high school, our scholars will participate in the free student survey to gather important social-emotional information from our scholars. Ohio Healthy Youth Environments Survey (OHYES!) OHYES! is a free, voluntary, web-based survey designed to collect and provide information schools and communities can use to address the needs of students. Our scholars will take the survey when they are present for OST/EOC testing.</p> <p>According to the information presented, districts that have used the OHYES! Survey have found the data generated to be valuable in supporting Positive Behavioral Interventions and Supports and school culture and climate goals. The data can inform prevention education and mental health support plans and the use of Student Wellness and Success funds. Additionally, these data points can be helpful as we partner with local mental health and wrap-around service providers to help plan and implement practices to improve the health of our students and families.</p> <p>Students in grades 7-12 may participate in OHYES! this academic year. The survey takes 30-35 minutes to administer, including logging in, providing directions and students completing the survey. Survey administration procedures have been designed to protect student privacy and guarantee anonymity. Supporting materials are provided to notify parents and assist with administering the survey. It is anticipated results will be available in late August.</p> <p>In addition to administering and receiving the results from the OHYES survey, we have implemented the following:</p>
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- We have kept running records of students and families reaching out for support during the pandemic and we discuss and plan for those scholars on a weekly basis.
- Email updates and newsletters are sent out to families and students each week for all grade levels
- Parent surveys are used to discuss the needs of students in all grade levels
- Families and teachers can identify students for counseling services through service provider-Beechbrook, Family Solutions, etc., for counseling services
- Quarterly incentives and programs are designed to boost the morale of all students
- Consistent communications with students and families
- Home wellness visits
- We consulted parents and made the suggestion that students participate in four days of in-person learning
- We make attendance data in PowerSchool and the Canvas platform in efforts to keeps students actively engaged
- We reach out to students via social media platforms that are struggling academically and emotionally

Summer 2021

- We will disaggregate the data collected from the OHYES survey – results expected in August, 2021.
- Hiring additional staffing Dean, Success Coach, Parent Liaison, and additional Guidance Counselor to identify students who have SEL needs and suggest resources for families for wrap-around services.
- Provide a SEL questionnaire for new enrollments

2021-2022

- We will use the MPA Behavioral Data system, within PowerSchool to identify trends in student behavioral data.
- Family Liaisons will work with families to identify needs of students and families
- Success Coaches will participate in the Behavior Assessment Team (BAT) to identify and develop success plans for scholars in need of assistance and track student progress.
- The additional guidance counselor will develop and identify and develop graduation plans for each scholar, in conjunction with the BAT team.
- Deans will identify behavioral data trends and implement programs to support positive school culture.
- Title I and additional paraprofessionals will identify and closely monitor the SEL needs of students working in small group settings.

2022-2023

- We will use the MPA Behavioral Data system, within PowerSchool to identify trends in student behavioral data.
- Family Liaisons will work with families to identify needs of students and families
- Success Coaches will participate in the Behavior Assessment Team (BAT) to identify and develop success plans for scholars in need of assistance and track student progress.
- The additional guidance counselor will develop and identify and develop graduation plans for each scholar, in conjunction with the BAT team.
- Deans will identify behavioral data trends and implement programs to support positive school culture.
- Title I and additional paraprofessionals will identify and closely monitor the SEL needs of students working in small group settings.
- We will add any additional identifiers in the 2022-23 school year as denoted by our data collections, as well as staff and family input.

Approaches for Impacted Students	<p>Spring 2021 – In addition to the existing partnerships with Jefferson Library and the Merrick House Recreation Center, we partnered with the Westside Community House so that our young ladies, ages 10-18 can participate in the Summer of Sisterhood (SOS). SOS is a creative outlet and intense experience. The program lasts for eight weeks and participants are exposed to music, poetry, dance, theater, recording/production, visual arts (graphic design), marketing and outreach. They are challenged daily as they work to write and create songs, while participating in a full production, leading to a final performance.</p> <p>The SOS program runs Monday through Friday from 1:00 p.m. – 6:00 p.m. Young ladies must formally apply and audition. The program teaches young women how to express themselves positively, creatively, and more importantly, the power of their voice to create work that is relevant and a powerful alternative to the negative messages often found in popular culture. They will continue the tradition of creating songs of hope and empowerment. In conjunction with the free afterschool Sisterhood program that runs during the school year.</p> <p>In addition, we will continue to develop partnership and programs, while incorporating wrap-around services into our schools’ offerings.</p>
	<p>Summer 2021 –</p> <ul style="list-style-type: none"> ● Parent Universities, hosted by the Parent Liaison, Deans, Success Coaches, and leadership to assist in filling the academic and social-emotional gaps ● Adding and SEL program to our summer school that 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 that have shown a need for support ● Embedded PD 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 that identifies as needing assistance via the survey and questionnaires
	<p>2021-2022 –</p> <ul style="list-style-type: none"> ● Utilization of the MBP Behavior Tracking Plugin within PowerSchool ● Quarterly family surveys ● Success Coaches will develop individualized success plans and hold individual and small group counseling ● Parent Liaisons will continue to host family meetings and Family University Nights ● Deans will continue to work with student groups and individuals to support our whole school cultural initiatives (PBIS, Restorative Justice, Knights of the Round Table, Green Team, Merritt Parties, incentives, etc.,) ● Continue and develop additional counseling services to meet the needs of our diverse population ● Refer students to PEP Connections and other wrap-around services as needed ● An additional guidance counselor will work closely with the Success Coach to develop a four-year graduation plan for each scholar. ● Purchase SEL curriculum and professional development - <i>The Leadership Program’s Violence Prevention Project (VPP)</i> for the start of the 2021 school year. ● Incorporate after-school SEL groups/clubs and programming supported by partnerships and wrap-around. ● Utilize data points for previous summer and current year to develop and add additional programming as needed.
	<p>2022-2023 –</p> <ul style="list-style-type: none"> ● Utilization of the MBP Behavior Tracking Plugin within PowerSchool ● Quarterly family surveys ● Success Coaches will develop individualized success plans and hold individual and small group counseling

	<ul style="list-style-type: none"> • Parent Liaisons will continue to host family meetings and Family University Nights • Deans will continue to work with student groups and individuals to support our whole school cultural initiatives (PBIS, Restorative Justice, Knights of the Round Table, Green Team, Merritt Parties, incentives, etc.,) • Continue and develop additional counseling services to meet the needs of our diverse population • Refer students to PEP Connections and other wrap-around services as needed • An additional guidance counselor will work closely with the Success Coach to develop a four-year graduation plan for each scholar. • Continue after-school SEL groups/clubs and programming, supported by partnership and wrap-around services. • Purchase any additional curriculum and PD for <i>The Leadership Program's Violence Prevention Project (VPP)</i> • Utilize data points for previous summer and current year to develop and add additional programming as needed.
Professional Learning Needs	<p>Spring 2021 - As for the embedded professional development, we would utilize services provided by PEP Assist. PEP Assist consultants customize programs and staff development opportunities so young people with difficulties regulating emotions, severe mental health challenges, autism, and other special needs can be served and ultimately thrive in their schools and communities. There is a documented need for PEP Assist services considering we typically serve at least 30% of our population, which have special education and/or emotional needs. Moreover, the Director of Special Education will provide much needed professional development for all staff members. We will also reach out to PSI to support our PD needs for trauma informed care and resiliency training.</p> <p>Additionally, we want to implement on-going PD for de-escalation techniques, RTI process, Behavior Interventions and development of behavior plans for all staff members, inclusive of contracted service providers. Deans will conduct Behavior Management PDs during the summer, as well as the Director of Academics and Assistant Principal will conduct academic professional developments. We will also require professional development for all newly acquired SEL curriculum, MBA Behavior Management Plugin from PowerSchool, and any additional curriculum or learning platforms that will be in addition to current offerings.</p> <p>Summer 2021 - As for the embedded professional development, we would utilize services provided by PEP Assist. PEP Assist consultants customize programs and staff development opportunities so young people with difficulties regulating emotions, severe mental health challenges, autism, and other special needs can be served and ultimately thrive in their schools and communities. There is a documented need for PEP Assist services considering we typically serve at least 30% of our population, which have special education and/or emotional needs. Moreover, the Director of Special Education will provide much needed professional development for all staff members. We will also reach out to PSI to support our PD needs for trauma informed care and resiliency training,</p> <p>Additionally, we want to implement on-going PD for de-escalation techniques, RTI process, Behavior Interventions and development of behavior plans for all staff members, inclusive of contracted service providers. Deans will conduct Behavior Management PDs during the summer, as well as the Director of Academics and Assistant Principal will conduct academic professional developments. We will also require professional development for all newly acquired SEL curriculum, MBA Behavior Management Plugin from PowerSchool, and any additional curriculum or learning platforms that will be in addition to current offerings.</p> <p>2021-2022 - Our professional learning opportunities were described in the aforementioned area for Summer 2021. We will add any additional professional development as needed, based upon data retrieved from family surveys, staff questionnaires, administrative observations, student and family needs, and any additional data collected via Success Coaches, Title I teachers, and Family Liaisons.</p> <p>Within the yearly professional development calendar, we will imbed trauma informed practices and SEL training within every PD opportunity.</p> <p>2022-2023 - Our professional learning opportunities were described in the aforementioned area for</p>

	<p>Summer 2021. We will add any additional professional development as needed, based upon data retrieved from family surveys, staff questionnaires, administrative observations, student and family needs, and any additional data collected via Success Coaches, Title I teachers, and Family Liaisons.</p> <p>Within the yearly professional development calendar, we will imbed trauma informed practices and SEL training within every PD opportunity.</p>
<p>Partnerships</p>	<p>Spring 2021 – In preparation for next school year, we have partnered with four community organizations to provide much needed wrap-around services for our scholars and families. The first organization is PEP Connections, which is a free program that exists to support young people whose mental health issues impact their ability to manage daily life within school, home, and community environments. This particular community based-service would be offered to our most needy students. Considering the services provided by PEP Connections are typically on track for deeper system involvement, often including residential treatment, psychiatric hospitalization, and juvenile court placement.</p> <p>As for the embedded professional development, we would utilize services provided by PEP Assist and PSI. PEP Assist and PSI consultants customize programs and staff development opportunities so young people with difficulties regulating emotions, severe mental health challenges, autism, and other special needs can be served and ultimately thrive in their schools and communities. There is a documented need for PEP Assist and PSI services considering we typically serve at least 30% of our population, which have special education and/or emotional needs.</p> <p>The fourth wrap-around program is a free service offered by the Westside Community House. This particular service is dedicated to our young ladies. Historically, our behavioral statistics have proven that our female scholars accumulate more category two disciplinary infractions, like fighting and other violent infractions as compared to their male counterparts. Therefore, we have partnered with the Sisterhood Program.</p> <p>Sisterhood is an after-school and summer literacy and arts program that prepares young ladies for womanhood and their life beyond. Sisterhood's priority population is misrepresented, low-income females ages 10-18. Sisterhood supports young ladies and helps them learn the academic and social skills they need to not only stay in school, but succeed academically, maintain high self-esteem, and reach future success. The young ladies are engaged in the creative and purposeful use of language as a form of self-expression and as a means to enhance critical thinking and literacy.</p> <hr/> <p>Summer 2021 - In preparation for next school year, we have partnered with four community organizations to provide much needed wrap-around services for our scholars and families. The first organization is PEP Connections, which is a free program that exists to support young people whose mental health issues impact their ability to manage daily life within school, home, and community environments. This particular community based-service would be offered to our most needy students. Considering the services provided by PEP Connections are typically on track for deeper system involvement, often including residential treatment, psychiatric hospitalization, and juvenile court placement.</p> <p>As for the embedded professional development, we would utilize services provided by PEP Assist and PSI. PEP Assist and PSI consultants customize programs and staff development opportunities so young people with difficulties regulating emotions, severe mental health challenges, autism, and other special needs can be served and ultimately thrive in their schools and communities. There is a documented need for PEP Assist and PSI services considering we typically serve at least 30% of our population, which have special education and/or emotional needs.</p> <p>The fourth wrap-around program is a free service offered by the Westside Community House. This particular service is dedicated to our young ladies. Historically, our behavioral statistics have proven that our female scholars accumulate more category two disciplinary infractions, like fighting and other violent infractions as compared to their male counterparts. Therefore, we have partnered with the Sisterhood Program.</p> <p>Sisterhood is an after-school and summer literacy and arts program that prepares young ladies for womanhood and their life beyond. Sisterhood's priority population is misrepresented, low-income</p>

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<p>Alignment</p>	<p>Spring 2021 In discussing the number of scholars and families who reached out for emotional support during the pandemic, we decided as Behavior Assistance Team (BAT) that we must focus efforts on Social-Emotional Learning. The project plan will begin the summer of 2021 with the Sister to Sister program and the specially devised professional development rendered by PEP Assist, TES, PSI, and <i>The Leadership Program's Violence Prevention Project (VPP)</i>. Our goal is to have the necessary emotional supports, embedded professional development, after-school programming, and wrap-around services in place when the students physically return to the campus.</p> <p>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 NEO School staff. 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>The initial steps our BAT team will take as we align PBIS and SEL are:</p> <ul style="list-style-type: none"> o Creating a shared vision of how Positive Behavioral Interventions and Supports and social-emotional learning will be implemented together; o Providing examples of how social-emotional learning skills fit within the school-wide behavior expectations; o Including social-emotional learning data in routine data analysis; o Incorporate social-emotional learning lesson plans similar to the behavior teaching lesson plans; o Providing on-going social-emotional learning professional development; and o Include social-emotional learning supports and interventions within the tiered approach. (Ohio Department of Education, PBIS and SEL, November, 2019). <p>In accordance with our School Improvement Plan, we believe the trauma is one causations for low-academics and poorly developed social interactions. When youth experience trauma in their lives, their capacity to engage in their education can be challenged. The effects of trauma on students can hinder their ability to appropriately access their education because of their emotional reactions to stress.</p> <p>Research suggests that approximately one in four children in America will experience at least one traumatic event by the age of 16. With the world-wide pandemic, all of our scholars have experienced trauma over this past year. The NEO staff is a critical resource for our scholars to obtain the support and structure they need to be successful. Creating an environment where students can learn and grow regardless of the trauma they have experienced or are continuing to experience is critical for our scholars' future success</p> <p>School teams consisting of teachers, administrators, and support staff can aid in reducing the impact of trauma by engaging in professional development surrounding the different trauma responses students can experience, using trauma sensitive language when responding to traumatized students within the classroom setting, and referring students and families for additional wrap-around supports when necessary.</p> <p>The purpose of supplemental programming at Northeast Ohio College Preparatory School is to provide activities above and beyond the traditional school day. The goal is to continue to support</p>

	<p>the whole child including their academic and social/emotional needs. Our programing will be carefully aligned to the model through clubs and groups that support social/emotional development, and overall physical health through extra-curricular activities.</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>
<p>Resources and Budget</p>	<p>Title I, Title IIA, Title IV, IDEA-Part B, ESSER I, ESSER II, Student Wellness, General Funds</p> <ul style="list-style-type: none"> ● Four Title I teachers – K-12 ● Two Success Coaches ● One additional Guidance Counselor ● Two Parent Liaisons ● One Dean for NEO Lower ● One full time nurse for the NEO campus to provide medical assistance for any COVID related needs (long halers), etc. ● One full-time custodian to split between the two buildings to assist with cleaning ● Four additional paraprofessionals to assist with small group instruction and having “access to an aide”, within their IEPs grades 9-12 ● One full-time, dedicated psychologist who will serve the K-12 campus ● Professional Development resources and line item for the K-12 campus – PEP Assist, PSI, TES, PowerSchool MPA program and training ● After-school tutoring ● Additional K-3 staff to accommodate increased enrollment. ● SEL professional development and curriculum (outlined within plan) ● Line item for breakfast, lunch, and, snacks for summer school and after-school tutoring/clubs ● Line item for students’ incentives to encourage academic and social-emotional success ● Budget for hourly employees to assist with after-hours or outside of the regular school calendar ● Field trips, inclusive of college and career readiness exposure ● Six dedicated personnel for SEL clubs that will use the Violence Prevention Project - Boys 2 Mentors and HerStory curriculum suites and accompanying student workbooks. The clubs would meet twice per week for 52 weeks. <p>Budget: The Academy will use ESSER II and Student Wellness to hire a position to support student mental health. \$100,000</p>