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### Introduction to Learning Recovery and Extended Learning Plan

On February 9, 2021, Governor DeWine asked schools and districts to work with their communities and educational stakeholders to help students continue to advance academically and to make up for any learning that may have been lost or delayed due to the coronavirus pandemic and related disruptions.

**“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”**

Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day or instituting summer programs, tutoring, remote options, and other remedial or supplemental activities.

### DATA IDENTIFYING STUDENT NEEDS

Prior to the COVID Pandemic OHDELA had developed a School Improvement Plan (SIP) to address areas of need as indicated by Ohio School Report Card data. The SIP goals and action steps focused on increasing student achievement as measured by proficiency on state assessments, accelerating gap closure for the schools most vulnerable subgroups, and decreasing number of students falling into the At-Risk category for reading. Additionally, improving both 4- and 5-year Graduation Rate has been a continued area of focus for school improvement planning.

Targeted strategies and programs were implemented including an expanded Response to Intervention (RTI) process with research based interventions provided by Title I teachers, increased assessment and progress monitoring in the area of reading, Reading Specialist services, increased use of short cycle assessments providing data to inform instruction, and expansion of credit recovery programming for credit deficient high school students.

While OHDELA continued to provide uninterrupted instruction during the COVID Pandemic, we heard from our families that students experienced challenges inside their homes and communities that impacted their ability to fully benefit from academic programming.

In addition to that, OHDELA experienced high volume growth from the 2019-20 school year to the 2020-21 school year as families across Ohio looked for alternatives in education to keep students at home and to mitigate exposure to illness.

OHDELA engaged students in local district testing, like all other years, utilizing approved vendor assessments to identify gaps in learning. Analysis of assessments completed in Fall of 2020, and again in January of 2021 indicated that while a significant percentage of the OHDELA student population were performing 1-2 grade levels below expected performance during the Fall assessment, student level growth in both reading and math outcomes were noted even amid COVID impacts. It is important to note however, that even while local assessment data indicates growth at the student level, much of the student population continues to perform below grade level.

Considering both Ohio School Report Card and local assessment data it is critical that OHDELA continue to offer both reading and math support and intervention to our struggling learners. Our remediation and extended learning programs are targeted to engage, instruct, and inspire students and raise their academic achievement levels.

OHDELA EXTENDED LEARNING PLAN & LEARNING RECOVERY

As indicated above the Governor gave choices for adding time into the calendars in 2021 by expanding existing activities such as Summer School with increased K-8 learning. This will include a robust offering of Credit recovery courses for all High School students. Activities will be held throughout the year. Many of these activities will occur on *September 18, October 16, November 13, December 10, January 15, and February 12*. Student performance on these activities and in district testing and assessment.

**APPROACHES to ADDRESS ACADEMIC GAPS**

SUMMER 2021	<ul style="list-style-type: none"> <li>• Summer School will emphasize High School Credit Recovery Coursework.</li> <li>• Grade-band virtual Camps in Mathematics and Science</li> <li>• Continue MyPathways use of iReady for individual K-8 Students during Summer School Period.</li> </ul>
SY 2021-2022	<ul style="list-style-type: none"> <li>• Start of Year in-person Family Engagement Activity prior to the start of the School Year.</li> <li>• Enhance Title Services and the population that can be served to additional grades and or subjects.</li> <li>• Continue one-on-one contracted tutoring sessions of 12 hours for identified students in Math and ELA, K-8.</li> <li>• Use six selected Saturdays from SEP-FEB, for parent/Student Engagement Activities. Topical activities can include Fitness, Mathematics, Meditation, Social/Emotional Wellness, and Exploring Opportunity. Some of these activities will not be purely academic.</li> <li>• Tentative Dates: September 18, October 16, November 13, December 10, January 15, and February 12</li> </ul>
SY 2022-2023	Efforts listed above will be evaluated, refined, and re-implemented in SY 2022-2023.

**APPROACHES TO ADDRESS SOCIAL AND EMOTIONAL NEEDS**

The school will focus on additional outreach to students and families using our engagement, social, wellness, and student success personnel to identify vulnerable students and those most adversely effected by the Pandemic.

**Commented [SM1]:** When Becky is back let's see if we can more specifically call out some community resources or partners that families may be connected to through her team – since the plan guidance specifically suggests to detail partnerships with such agencies/resources.

SUMMER 2021	<ul style="list-style-type: none"> <li>• Additional virtual outreach sessions prior to the start of the school year through Student Services. These sessions will focus on better preparing families for the coming school year.</li> </ul>
SY 2021-2022	<ul style="list-style-type: none"> <li>• Use six selected Saturdays from SEP-FEB, for parent/Student Engagement Activities. Topical activities can include Fitness, Mathematics, Meditation, Social/Emotional Wellness, and Exploring Opportunity.</li> <li>• Add Read Aloud sessions on selected days during the year to better serve Early Literacy, being inclusive in the scope and selection of readings/readers.</li> <li>• Tentative Dates: September 18, October 16, November 13, December 10, January 15, and February 12</li> <li>• Add Student Service Team positions (Success Coaches, Guidance Counselors) to allow for more robust educational programs.</li> </ul>
SY 2022-2023	Efforts listed above will be evaluated, refined, and re-implemented in SY 2022-2023.

**ADDRESSING PROFESSIONAL DEVELOPMENT NEEDS**

Learning recovery will only be enhanced by the inclusion of developmental activities for teachers and staff throughout the school.

SUMMER 2021	Seek grants to support staff training and research. Seek partners who can assist in Learning Recovery efforts. A Grant seeking evaluation and best practice implementation of math instruction from a Partner University with a teacher education mission to be sought.
SY 2021-2022	Multiple PD days to be scheduled for Math teachers. PD concerning Dyslexia and teaching students with dyslexia. PD for Trauma Informed teaching/care with students. PD for teaching students living with poverty.
Sy2022-2023	PD efforts listed above will be reviewed, evaluated, and renewed as required. In conjunction, a survey of staff PD requirements will be conducted prior to the start of the school year.

**BUDGET REQUIREMENTS**

Budget needs for events listed in this Plan are still being developed and forecasted to annual budgets. We foresee both General Education Funds supporting this plan as well as Federal ESSER I and II funding being applied to some events.

Final budget for the SY 21-22 must be finalized by 30 June 2021. The budget for SY 2022-2023 must be developed by 30 June 2022.

We currently believe adequate funding is available to execute this plan.