



Learning Recovery and Extended Learning Plan

District Name:	Riverside Academy
District Address:	3280 River Road, Cincinnati, Ohio, 45204
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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, Riverside Academy 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 and other regularly scheduled academic experiences 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 receive these services as specified in their IEP during their time in the school building. Regular communication occurs 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 two specified days per week, Tuesdays and Wednesdays. Teachers facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Students with Special Education needs receive these services as specified in their IEP during their time in the school building. Regular communication occurs 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 are provided a Chromebook and internet reimbursement if needed based on participation and eligibility guidelines. Teachers facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers 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. Each day instruction is a mix of teacher-led, synchronous sessions and student-led practice activities. Expectations are 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 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 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 meet the complexities of giving families choice. Organization, communication, and coordination are paramount to our student's success. As such, all students, regardless of their modality, receive standards-based instruction in a defined sequence for each course. This allows 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 allows for the seamless integration for a student who needs to change from one modality to another due to extenuating circumstances. It also allows 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 minimizes 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 is 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 utilize 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 support we provide students.

We also use the following resources and tools to identify impacted students:

	<ul style="list-style-type: none"> ● Heggerty’s screeners ● Running records ● Short cycle assessments ● Mock assessments ● Third Grade Reading Guarantee data ● Student academic progress reports, report cards and conferences ● RtI process data ● Daily school attendance data ● Ohio State Test data <p>Summer 2021 This summer we will use the following programs to help us identify additional students who were impacted:</p> <ul style="list-style-type: none"> ● iReady ● Heggerty’s screeners <p>2021-2022 We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. For students enrolled at the school last year, we will have two years’ worth of data to continue to identify students’ learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.</p> <p>Teachers will continue to use student progress monitoring data with the same programs available in spring of 2021, during the 2021-2022 school year. This practice has shown students learn more, teacher decision making improves, and students become more aware of their own performance. Assessments and data points will be collected regularly, as appropriate by program or provide, to monitor progress.</p> <p>2022-2023 Teachers will continue to use student progress monitoring data with the same programs available during the 2021-2022 school year for the 2022-2023 school year. This practice has shown students learn more, teacher decision making improves, and students become more aware of their own performance. Assessments and data points will be collected regularly, as appropriate by program or provide, to monitor progress.</p>
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021 This spring we used the following approaches to support impacted students:</p> <ul style="list-style-type: none"> ● RtI systematic implementation of assessments and intentional interventions ● small group instruction as push in by Title I teachers and aides in the general education classroom ● pull out group facilitated by Title I teachers and aides ● specialized instruction facilitated by the intervention specialist and general education teacher per the students’ IEP. <p>Summer 2021</p> <ul style="list-style-type: none"> ● Provide summer school opportunity for gap closing for students entering 3rd grade ● Provide summer school opportunity for high school preparation and gap closing for students transitioning to 9th grade <p>2021-2022 During the coming school year we will use the following approaches to support impacted students:</p> <ul style="list-style-type: none"> ● RtI systematic implementation of assessments and intentional interventions ● small group instruction as push in by Title I teachers and aides the general education classroom ● pull out group facilitated by Title I teachers and aides ● specialized instruction facilitated by the intervention specialist and general education teacher

	<p>per the students' IEP.</p> <p>2022-2023 In two years we will use the same approaches as the year prior, adjusted for students continuing to need those supports:</p> <ul style="list-style-type: none"> ● RtI systematic implementation of assessments and intentional interventions ● small group instruction as push in by Title I teachers and aides the general education classroom ● pull out group facilitated by Title I teachers and aides ● specialized instruction facilitated by the intervention specialist and general education teacher per the IEP.
<p>Professional Learning Needs</p>	<p>Spring 2021 This spring we conducted professional development on the following topics and approaches that will help us support our impacted students' academic needs:</p> <ul style="list-style-type: none"> ● Tier 1 "universal" instruction ● Differentiation ● Lesson planning and execution ● Depth of Knowledge ● Rigor and relevance ● Unpacking standards
	<p>Summer 2021 This summer we will have professional development focused on the following topics and approaches:</p> <ul style="list-style-type: none"> ● Tier 1 "universal" instruction ● Differentiation ● Lesson planning and execution ● Depth of knowledge ● Rigor and relevance ● Unpacking standards ● Data-driven instruction
	<p>2021-2022 This coming school year we will continue to work on many of the same topics and approaches, while also adding additional layers. These topics and approaches will vary based on student learning needs and teacher competency in these areas.</p> <ul style="list-style-type: none"> ● Tier 1 "universal" instruction ● Differentiation ● Lesson planning and execution ● Depth of knowledge ● Rigor and relevance ● Unpacking standards ● Data-driven instruction
	<p>2022-2023 During the 2022-2023 school year we expect many of the same topics and approaches to be applicable:</p> <ul style="list-style-type: none"> ● Tier 1 "universal" instruction ● Differentiation ● Lesson planning and execution ● Depth of knowledge ● Rigor and relevance ● Unpacking standards ● Data-driven instruction

Partnerships	Spring 2021 During the spring of this year, we established several partnerships that support our students' learning needs: <ul style="list-style-type: none"> • We have established a partnership with Amazon who has provided us with physical education equipment and graphing calculators. • We are beginning work with Foster Grandparents who serve as pen pals. This will provide students with authentic and purposeful writing experiences.
	Summer 2021 We will continue to work with the partners from the spring.
	2021-2022 We intend to utilize foster Grandparents and Amazon volunteers for tutoring during the school day and/or after school.
	2022-2023 We intend to utilize Foster Grandparents and Amazon volunteers for tutoring during the school day and/or after school.
Alignment	Spring 2021 These plans align with our CCIP-related plans, our CAP and our Literacy Plan.
	Summer 2021 These plans align with our CCIP-related plans, our CAP and our Literacy Plan.
	2021-2022 These plans align with our CCIP-related plans, our CAP and our Literacy Plan.
	2022-2023 These plans align with our CCIP-related plans, our CAP and our Literacy Plan.
Resources and Budget	<p>Programs: Licenses and professional development for iReady Heggerty's materials and professional development</p> <p>Human Resources: Staffing for summer school programs Hiring and retention of certified teachers for general education classrooms</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. \$275,000</p>

Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021 This spring Riverside Academy used several tools and approaches to identify students with social and emotional needs. These tools and approaches included:</p> <ul style="list-style-type: none"> • Academic grades • Parent feedback • Teacher recommendation • Behavior incidents
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	<ul style="list-style-type: none"> ● Attendance data ● Morning Check-ins through Google Forms ● Wellness calls from Foster Grandparents ● Information from the Regional Community and Family Liaison ● Health screenings <p>Summer 2021 During summer school we will continue to monitor students' wellness using:</p> <ul style="list-style-type: none"> ● Academic grades ● Parent feedback ● Teacher recommendation ● Attendance data <p>2021-2022 In the coming school year, Riverside Academy will use several tools and approaches to identify students with social and emotional needs. These tools and approaches include:</p> <ul style="list-style-type: none"> ● Academic grades ● Parent feedback ● Teacher recommendation ● Behavior incidents ● Attendance data ● Morning Check-ins through Google Forms ● Wellness calls from Foster Grandparents ● Information from the Regional Community and Family Liaison ● Health screenings <p>2022-2023 The following school year we will use the same approaches. If additional data regarding our students' needs is available, we will revise the approaches and tools to meet their current needs. These tools and approaches include:</p> <ul style="list-style-type: none"> ● Academic grades ● Parent feedback ● Teacher recommendation ● Behavior incidents ● Attendance data ● Morning Check-ins through Google Forms ● Wellness calls from Foster Grandparents ● Information from the Regional Community and Family Liaison ● Health screenings
<p>Approaches for Impacted Students</p>	<p>Spring 2021 Structure the school day with a 30 minute Morning Meeting period to welcome students, access their wellbeing, and feed them all a free breakfast. This also provides a large window for students who may be tardy to not miss instruction.</p> <p>Utilize the Behavior Intervention Specialist to do the following:</p> <ul style="list-style-type: none"> ● meet with certain students during Morning Meeting or when students arrive. These students have been identified by administration, teachers, and/or parents as needing targeted supports at school. ● facilitate individual and small group sessions to have students reflect on reasons behind negative behaviors and teach replacement behaviors. These groups can consist of students with similar social and emotional concerns or pairs that function as a mentor/mentee.

- work with teachers to identify supports that can be implemented in the classroom to address students who are struggling academically, behaviorally, and/or emotionally. These supports are intended to identify the cause of the issue and give teachers strategies to make sure students stay in the classroom and thrive.

Implement PBIS to teach and reinforce expected behaviors to create and maintain a safe learning environment.

Utilize expertise of nurse on staff for risk assessment, nutrition, and general health information.

Summer 2021

N/A

2021-2022

Implement a school-wide curriculum addressing social emotional needs.

Hire a full-time counselor to address students' mental health needs and connect them to other resources.

Continue to structure the school day with a 30 minute Morning Meeting period to welcome students, access their wellbeing, and feed them all a free breakfast. This also provides a large window for students who may be tardy to not miss instruction.

Continue to staff a Behavior Intervention Specialist to do the following:

- meet with certain students during Morning Meeting or when students arrive. These students have been identified by administration, teachers, and/or parents as needing targeted supports at school.
- facilitate individual and small group sessions to have students reflect on reasons behind negative behaviors and teach replacement behaviors. These groups can consist of students with similar social and emotional concerns or pairs that function as a mentor/mentee.
- work with teachers to identify supports that can be implemented in the classroom to address students who are struggling academically, behaviorally, and/or emotionally. These supports are intended to identify the cause of the issue and give teachers strategies to make sure students stay in the classroom and thrive.

Continue to provide a free breakfast and a free lunch and food through the Freestore Foodbank to address issues of hunger. Students can focus on their social and emotional well-being as well as academic success.

Continue to implement PBIS to teach and reinforce expected behaviors to create and maintain a safe learning environment.

Continue to utilize the expertise of nurses on staff for risk assessment, nutrition, and general health information.

2022-2023 - Discuss the interventions occurring to address students' social and emotional needs through services, outside partners, curriculum resources, referral to MTSS, wraparound services for students and families and coordination with academic needs.

Continue to implement a school-wide curriculum addressing social emotional needs.

Continue to staff a full-time counselor to address students' mental health needs and connect them to other resources.

Continue to structure the school day with a 30-minute Morning Meeting period to welcome students, access their wellbeing, and feed them all a free breakfast. This also provides a large window for students who may be tardy to not miss instruction.

Continue to staff a Behavior Intervention Specialist/Dean of Students to do the following:

- meet with certain students during Morning Meeting or when students arrive. These students

	<p>have been identified by administration, teachers, and/or parents as needing targeted supports at school.</p> <ul style="list-style-type: none"> • facilitate individual and small group sessions to have students reflect on reasons behind negative behaviors and teach replacement behaviors. These groups can consist of students with similar social and emotional concerns or pairs that function as a mentor/mentee. • work with teachers to identify supports that can be implemented in the classroom to address students who are struggling academically, behaviorally, and/or emotionally. These supports are intended to identify the cause of the issue and give teachers strategies to make sure students stay in the classroom and thrive. <p>Continue to provide a free breakfast and a free lunch and food through the Freestore Foodbank to address issues of hunger. Students can focus on their social and emotional well-being as well as academic success.</p> <p>Continue to implement PBIS to teach and reinforce expected behaviors to create and maintain a safe learning environment.</p> <p>Continue to utilize the expertise of nurses on staff for risk assessment, nutrition, and general health information.</p>
<p>Professional Learning Needs</p>	<p>Spring 2021</p> <ul style="list-style-type: none"> • Classroom management to create a safe and welcoming environment • CPI and de-escalation
	<p>Summer 2021</p> <ul style="list-style-type: none"> • CPI and de-escalation • Trauma Informed Practices • Restorative Discipline Practices • Variations as needed based on student data and staff needs.
	<p>2021-2022</p> <ul style="list-style-type: none"> • CPI and de-escalation • Trauma Informed Practices • Restorative Discipline Practices • Variations as needed based on student data and staff needs.
	<p>2022-2023</p> <ul style="list-style-type: none"> • CPI and de-escalation • Trauma Informed Practices • Restorative Discipline Practices • Variations as needed based on student data and staff needs.
<p>Partnerships</p>	<p>Spring 2021</p> <ul style="list-style-type: none"> • We are establishing a partnership with Foster Grandparents to conduct wellness check-ins particularly with our families of students who are working virtually. These volunteers will call Riverside families and use a script of questions to determine the “wellness” of the family and specifically the students. Questions will revolve around internet and computer accessibility, attendance, access to food, etc. • We partner with the Freestore Foodbank to provide Riverside families with biweekly supplies of grocery staples. • We will continue to appeal to Amazon for playground equipment to provide a much needed physical and mental break to engage in play. • We partner with Samaritan’s Feet to provide tennis shoes free of charge to our students. • We contract Lighthouse Youth Services to meet consistently with referred students to provide

	<p>mental health services.</p> <p>Summer 2021</p> <ul style="list-style-type: none"> • We will continue to partner with the Freestore Foodbank to provide Riverside families with biweekly supplies of grocery staples. • We will establish a summer schedule for Riverside families to receive grab and go meals through our Preferred Meals food contractor. <p>2021-2022</p> <ul style="list-style-type: none"> • We will utilize Foster Grandparents to conduct wellness check ins. These volunteers will call Riverside families and use a script of questions to determine the “wellness” of the family and specifically the students. Questions will revolve around internet and computer accessibility, attendance, access to food, etc. • We will continue to partner with the Freestore Foodbank to provide Riverside families with biweekly supplies of grocery staples. • We will continue to appeal to Amazon for playground equipment to provide a much needed physical and mental break to engage in play. • We will continue to partner with Samaritan’s Feet to provide tennis shoes free of charge to our students. • We will continue to contract Lighthouse Youth Services to meet consistently with referred students to provide mental health services. <p>2022-2023</p> <ul style="list-style-type: none"> • We will utilize Foster Grandparents to conduct wellness check ins. These volunteers will call Riverside families and use a script of questions to determine the “wellness” of the family and specifically the students. Questions will revolve around internet and computer accessibility, attendance, access to food, etc. • We will continue to partner with the Freestore Foodbank to provide Riverside families with biweekly supplies of grocery staples. • We will continue to appeal to Amazon for playground equipment to provide a much needed physical and mental break to engage in play. • We will continue to partner with Samaritan’s Feet to provide tennis shoes free of charge to our students. • We will continue to contract Lighthouse Youth Services to meet consistently with referred students to provide mental health services.
<p>Alignment</p>	<p>Spring 2021</p> <p>From Wellness and Success Plan</p> <ul style="list-style-type: none"> • Behavior and Emotional Social Groups • Diagnosis of emotional and or developmental disorders • Treatment Plan (Individualized Service Plan) • Increased school attendance • Increased positive social interaction <p>Boys and Girls Mentoring</p> <ul style="list-style-type: none"> • Improved communication and personal awareness • Increased academic performance • Increased positive social interaction with authority figures and peers • Increased school attendance <p>Student Behavioral Support</p>

- Increased building level and classroom security
- Hiring of security guard

Family and Community Liaison

- Truancy/Attendance
- Parental Involvement
- Coordinating events – Health Screening
- Increase Student Retention
- Social services for students in need
- School pantry support

Summer 2021

From Wellness and Success Plan

- Behavior and Emotional Social Groups
- Diagnosis of emotional and or developmental disorders
- Treatment Plan (Individualized Service Plan)
- Increased school attendance
- Increased positive social interaction

Boys and Girls Mentoring

- Improved communication and personal awareness
- Increased academic performance
- Increased positive social interaction with authority figures and peers
- Increased school attendance

Student Behavioral Support

- Increased building level and classroom security
- Hiring of security guard

Family and Community Liaison

- Truancy/Attendance
- Parental Involvement
- Coordinating events – Health Screening
- Increase Student Retention
- Social services for students in need
- School pantry support

2021-2022

From Wellness and Success Plan

- Behavior and Emotional Social Groups
- Diagnosis of emotional and or developmental disorders
- Treatment Plan (Individualized Service Plan)
- Increased school attendance
- Increased positive social interaction

Boys and Girls Mentoring

- Improved communication and personal awareness
- Increased academic performance
- Increased positive social interaction with authority figures and peers
- Increased school attendance

Student Behavioral Support

- Increased building level and classroom security

	<ul style="list-style-type: none"> ● Hiring of security guard <p>Family and Community Liaison</p> <ul style="list-style-type: none"> ● Truancy/Attendance ● Parental Involvement ● Coordinating events – Health Screening ● Increase Student Retention ● Social services for students in need ● School pantry support <hr/> <p>2022-2023</p> <p>From Wellness and Success Plan</p> <ul style="list-style-type: none"> ● Behavior and Emotional Social Groups ● Diagnosis of emotional and or developmental disorders ● Treatment Plan (Individualized Service Plan) ● Increased school attendance ● Increased positive social interaction <p>Boys and Girls Mentoring</p> <ul style="list-style-type: none"> ● Improved communication and personal awareness ● Increased academic performance ● Increased positive social interaction with authority figures and peers ● Increased school attendance <p>Student Behavioral Support</p> <ul style="list-style-type: none"> ● Increased building level and classroom security ● Hiring of security guard <p>Family and Community Liaison</p> <ul style="list-style-type: none"> ● Truancy/Attendance ● Parental Involvement ● Coordinating events – Health Screening ● Increase Student Retention ● Social services for students in need ● School pantry support
<p>Resources and Budget</p>	<p>Programs: SEL curriculum and professional development for implementation CPI training</p> <p>People: Behavior Intervention Specialist Regional Community and Family Liaison Counselor/social worker Speaker experts on trauma informed practices Speaker experts on restorative discipline practices</p> <p>Products: PBIS incentives and rewards</p> <p>Budget: The Academy will use ESSER II and Student Wellness to hire a position to support student mental health. \$150,000</p>

