



Learning Recovery and Extended Learning Plan

District Name:	Broadway Academy
District Address:	3398 East 55 th Street Cleveland, OH 44127
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District IRN:	012684

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, Broadway 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, 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 of each week. 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 guidelines. 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 Fine Arts 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 HIPAA 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 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

Spring 2021

At Broadway Academy, the composite of the child is analyzed and examined through the lens of the Spring 2020- Spring 2021 data that diagnosed Learning Loss. This examination had to unpack the layers of daily trauma-based struggles that our students encounter. We had to look at the following:

Past: Pre-Pandemic, where our students were learning and achieving based from their academic growth on the ODE Report card and Performance Index over the last three years.

Present: The Pandemic, where the majority of our students have experienced learning loss due to the impact of impoverished circumstances, lack of in-person human-ware and social-emotional detachment. These pertinent combinations significantly decreased academic achievement.

Future: Post- Pandemic, Recapturing the academic/ learning loss by building and strengthening the core academic and social/emotional processes for student achievement. These processes are outlined and discussed in this plan.

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 supports we provide students.

Below is a list of assessments we use to assess our student's growth.

- Heggerty's screeners
- Dibbles
- Pre-A assessment
- Broadway Academy Sight Words Assessment
- Broadway Academy Vocabulary Assessment
- Short cycle assessments
- RTI process

Summer 2021

For the 2021 summer school we will continue to utilize Heggerty's screeners (K-2nd), Dibbles (3rd-8th), and the Pre-A assessment (K and 1st).

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.

We will continue to assess our students consistently. Our students will be given Heggerty's screener (K-2nd), Dibbles (3rd-8th) and Pre-A (K and 1st) every two months. As well as students will be given short cycle assessments. These assessments are determined based on the standard the students have just learned. We want to check for student's proficiency for each standard.

2022-2023

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Approaches to Support Impacted Students	<p>Spring 2021 Teachers, Instructional Assistants and Title I Teachers will review assessment results and course progress data on a weekly basis to identify learning gaps and provide individualized support. Students receive enrichment or remediation working in small groups, or 1:1 with core content area teachers, instructional assistants and title I teachers throughout the week. In addition, we offer an extended school day. Popularized by many highly successful charter schools around the country, the extended school day will assist students who are two or more grade levels behind. Students use a variety of ways to learn the content dependent on the age, grade and need of the child. Students receive enrichment or remediation working in small groups, or 1:1 with core content area teachers, instructional assistance and Title one teachers, throughout the week.</p>
	<p>Summer 2021 Our summer plans are to first hold a three-day Broadway Brilliance Connection with each grade band (K-2, 3-5, and 6-8). During this time students, teachers, and instructional assistants will make connections through a variety of creative activities to create relationships and bonds. Then we will hold two weeks of intense intervention for all students. Teachers, Instructional Assistants Title I Teachers will focus on English Language Arts and Math. Also, students will be sent home with a Summer Simple Solutions workbook. Summer Solutions only takes minutes a day, so children will have time to enjoy being outside. Summer Solutions workbooks strengthen retention by having students systematically review skills learned over previous years using distributed practice.</p>
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	Professional Learning Needs
<p>Summer 2021 We have plans for all faculty and staff to receive training in Ready Read, Ready Math, Foundations, Science Fusion, and Caring School Community. Our faculty and staff will also participate in a book study on the topic of healing the long-term effects of childhood adversity, <i>The Deepest Well</i> by Nadine Burke Harris, M.D.</p>	
<p>2021-2022 All faculty and staff will continue to receive training in Ready Read, Ready Math, Foundations, Science Fusion, and Caring School Community. Our new faculty and staff will also participate in a book study on the topic of healing the long-term effects of childhood adversity, <i>The Deepest Well</i> by Nadine Burke Harris, M.D.</p>	
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Partnerships	<p>Spring 2021 The Broadway Academy has aligned all parental and community involvement activities to support the overall academic programming of the school. We reach out to parents and other key stakeholders through written and online communications as well as face-to-face through the Broadway Parent Council, and day & evening events. We have involved parents directly in their child’s education through the use of Codes of Conduct and the Broadway Academy Family Partnership Plan and we have encouraged and provide numerous volunteer opportunities for parents and other community members. Parents and school staff have served as ambassadors to the broader community, seeking out partnerships with key stakeholders and other community-based organizations that can contribute to a school’s success. Listed below are some of our partnerships:</p> <ul style="list-style-type: none"> o Sherwin Williams o Taco Bell (PBIS) o Pizza Hut (Bookit) o Thessalonia Baptist Church o Greater Cleveland Food Bank o Coats for Kids o PC’s for People o Ohio Dental Outreach o Gregory D. Smith Foundation o Cleveland Cavaliers o Operation Warm o Marvelous Faith Ministries o Sigma Gamma Rho Sorority Incorporated o Girls and Boys Club <p>Our goal has been to develop a collaborative relationship with parents, teachers, administrators and the community to support a culture of excellence. We have offered training in the areas of school curriculum, the school discipline policy and technology for parents to be able to work with their children and reinforce what is happening at school. It is key that all families are experiencing positive professional relationships with all school personnel to ensure and support academic success and achievement of our students.</p> <p>Summer 2021 We will continue to enforce our family and school development plan that we have instilled the 2020-2021 school year.</p> <p>2021-2022 We will continue to enforce our family and school development plan that we have instilled the 2020-2021 school year.</p> <p>2022-2023 We will continue to enforce our family and school development plan that we have instilled the 2020-2021 school year.</p>
Alignment	<p>Spring 2021 CSP Plan, SSIP Plan, Reading Achievement Plan, School Improvement Plan, School-Wide Positive Behavior Support and Broadway Brilliance are aligned to create this plan.</p> <p>Summer 2021 CSP Plan, SSIP Plan, Reading Achievement Plan, School Improvement Plan, School-Wide Positive Behavior Support and Broadway Brilliance are aligned to create this plan.</p> <p>2021-2022 CSP Plan, SSIP Plan, Reading Achievement Plan, School Improvement Plan, School-Wide Positive Behavior Support and Broadway Brilliance are aligned to create this plan.</p> <p>2022-2023 CSP Plan, SSIP Plan, Reading Achievement Plan, School Improvement Plan, School-Wide Positive Behavior Support and Broadway Brilliance are aligned to create this plan.</p>
Resources and Budget	<p>Additional Staff:</p> <ul style="list-style-type: none"> • Instructional Assistants • Behavioral Intervention Specialist

- School Counselor
- School Social Worker
- Full time Nurse
- Parent and Community Liaison
- Title I Teacher Math and Reading
- Additional Teachers
- Computer Technology Teacher
- Music Teacher
- Art Teacher

Curriculum:

- Ready Reading (K-8)
- Ready Math (K-8)
- Ready Math manipulative kits
- Ready Writing (2-5)
- I-Ready (K-8)
- Novel Studies (6-8)
- Foundations (K-3)
- Heggerty's (K-3)
- Wilson Reading intervention (3-8)
- Lexia (K-8)
- Caring School Community (K-8)
- Science Fusion (2-8)
- Exploration Science Kits (K-8)
- Microscopes
- Simple Solutions Social Studies (2-8)
- Simple Solutions Reading (K-2)
- Summer Simple Solutions (K-8)
- Document Cameras
- Epson Projectors
- Scholastic (K-2)
- Flocabulary (K-8)
- Quizlit (3-8)
- Brain pop (K-8)
- Raze Kids
- IXL

Budget: 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.

Title I - Funds will be used to hire additional intervention teachers for students through tutoring, after school and summer school extended learning.

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. \$425,000

Identifying Impacted Students	<p>Spring 2021 – At Broadway Academy teachers and students participate in The Broadway Brilliance. The Broadway Brilliance is a time where all Faculty and Staff, Behavioral Intervention Specialist, School Counselor, Social Workers and students experience and share an informal conversation about themselves and thought on various topics. The Broadway Brilliance lays a positive foundation of social emotional connections and build relationships between all Faculty and Staff, Behavioral Intervention Specialist, School Counselor, Social Workers and students. Teachers then identify students who need further assistance and unique circumstances. These students are then placed with a mentor to better meet each student’s individual needs.</p>
	<p>Summer 2021 – All Faculty and Staff, Behavioral Intervention Specialist, School Counselor, Social Workers will receive professional development in a new curriculum called Caring School Community. Staff will learn the importance of building, deepening, and repairing relationships. Research indicates what kids who have experienced trauma need the most are deep and meaningful relationships in safe and supportive classrooms. It’s critical that we begin with the fundamental understanding that relationships are central to healthy prosocial development and essential to teaching and learning. All Faculty and Staff, Behavioral Intervention Specialist, School Counselor, Social Workers need to be intentional about building and maintaining these relationships both between students and between students and adults. As we plan our instruction, we must prioritize the daily, ongoing work of building, deepening, and, when need be, repairing relationships and fostering a strong sense of school community within our students. This work cannot be left to chance. It must be purposely woven into the fabric of every day. Which will be implemented using a curriculum called Caring School Community.</p>
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Approaches for Impacted Students	<p>Spring 2021 – At Broadway Academy, teachers and students participate in The Broadway Brilliance. The Broadway Brilliance is a time where the teachers and students experience and share an informal conversation about themselves and thought on various topics. The Broadway Brilliance lays a positive foundation of social emotional connections and build relationships between teachers and students. Teachers have been and will continue to have professional development on trauma-based learning and the child.</p>
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	<p>connections and build relationships between all Faculty and Staff, Behavioral Intervention Specialist, School Counselor, Social Workers and students. All Faculty and Staff have been and will continue to have professional development on trauma-based learning and the child.</p> <p>2021-2022 – We will use The Caring School Community program that is designed to help students become caring, responsible members of their school communities and, ultimately, to grow into humane, principled, and skilled citizens of the democratic society. It does so by:</p> <ul style="list-style-type: none"> ● Building caring relationships with and among students ● Directly teaching social skills ● Creating calm, orderly learning environments through the use of affective classroom management practices ● Help students acquire self-discipline through a caring and effective approach to discipline <p>Relationships are at the core of a successful learning community. The Caring School Community program helps to foster relationships among students, school staff, and parents that are characterized by genuine warmth and interest. Students and adults spend time getting to know and appreciate one another. They learn about one another’s interests, opinions, and ideas, and they learn to treat one another with care and respect.</p> <p>The skills that the Caring School Community program addresses correlate closely with the social and emotional competency developed by the collaborative for academic, social, and emotional learners. This framework sets out five key areas of competence: self-awareness, self- management, social awareness, relationship skills, and responsible decision making</p> <p>The program approaches discipline with the primary goal of helping students to acquire self-discipline that is to build self-control, consciences, and a sense of responsibility from within.</p> <p>2022-2023 - We will use The Caring School Community program that is designed to help students become caring, responsible members of their school communities and, ultimately, to grow into humane, principled, and skilled citizens of the democratic society. It does so by:</p> <ul style="list-style-type: none"> ● Building caring relationships with and among students ● Directly teaching social skills ● Creating calm, orderly learning environments through the use of affective classroom management practices ● Help students acquire self-discipline through a caring and effective approach to discipline <p>Relationships are at the core of a successful learning community. The Caring School Community program helps to foster relationships among students, school staff, and parents that are characterized by genuine warmth and interest. Students and adults spend time getting to know and appreciate one another. They learn about one another’s interests, opinions, and ideas, and they learn to treat one another with care and respect.</p> <p>The skills that the Caring School Community program addresses correlate closely with the social and emotional competency developed by the collaborative for academic, social, and emotional learners. This framework sets out five key areas of competence: self-awareness, self- management, social awareness, relationship skills, and responsible decision making</p> <p>The program approaches discipline with the primary goal of helping students to acquire self-discipline that is to build self-control, consciences, and a sense of responsibility from within.</p>
<p>Professional Learning Needs</p>	<p>Spring 2021 – We will host several in-person parent meetings to discuss their needs and concerns along with a parent survey. We will then address those needs appropriately. Our teachers professional learning needs are to receive training on how to help students deal with trauma and grief. We also are looking into our middle school team receiving training in how to approach adolescence needs. We will build wraparound services to help our students and families.</p> <p>Summer 2021 – We will address our parents’ concerns and needs they have identified in the spring parent survey. Our professional learning needs are to receive training on how to help students deal</p>

	<p>with trauma and grief. We also are looking into our middle school team receiving training in how to approach adolescence needs. We will address our needs by completing professional development for the Caring School Community. Our faculty and staff will also participate in a book study on the topic of healing the long-term effects of childhood adversity, <i>The Deepest Well</i> by Nadine Burke Harris, M.D.</p> <p>2021-2022 – We will continue to train our staff in the Caring School Community Curriculum. We will use the Caring School Community program that is designed to help students become caring, responsible members of their school communities and, ultimately, to grow into humane, principled, and skilled citizens of the democratic society. This program will assist in addressing students social and emotional needs, along with services from our school counselor. Our new faculty and staff will also participate in a book study on the topic of healing the long-term effects of childhood adversity, <i>The Deepest Well</i> by Nadine Burke Harris, M.D.</p> <p>2022-2023 - We will continue to train our staff in the Caring School Community Curriculum. We will use the Caring School Community program that is designed to help students become caring, responsible members of their school communities and, ultimately, to grow into humane, principled, and skilled citizens of the democratic society. This program will assist in addressing students social and emotional needs, along with services from our school counselor. Our new faculty and staff will also participate in a book study on the topic of healing the long-term effects of childhood adversity, <i>The Deepest Well</i> by Nadine Burke Harris, M.D.</p>
<p>Partnerships</p>	<p>Spring 2021 – Partnerships that we have made are listed below:</p> <ul style="list-style-type: none"> o Murtis Taylor Family Counseling Center o Beechbrook Family Counseling Center o Coats for Kids o Mckinney Vento Act: National Center for Homeless Education o Applewood o Greater Cleveland Food Bank o Sherwin Williams o Taco Bell (PBIS) o Pizza Hut (Bookit) o Thessalonia Baptist Church o Greater Cleveland Food Bank o Coats for Kids o PC’s for People o Ohio Dental Outreach o Gregory D Smith Foundation o Cleveland Cavaliers o Operation Warm o Marvelous Faith Ministries o Sigma Gamma Rho Sorority Incorporated o Cool Beans for Autism <p>Summer 2021 – We are reaching out to partner with Big Brothers and Big Sisters program as well as the Boys and Girls Club. These partnerships will be in place to volunteer to assist our students who are having social emotional challenges.</p> <p>2021-2022 - We will involve parents directly in their child’s education through the use of Codes of Conduct and the Broadway Academy Family Partnership Plan and we will encourage and provide numerous volunteer opportunities for parents and other community members. Parents and school staff will serve as ambassadors to the broader community, seeking out partnerships with key stakeholders and other community-based organizations that can contribute to a school’s success. Our goal has been to develop a collaborative relationship with parents, teachers, administrators and the community to support a culture of excellence. We will offer training in the areas of school curriculum, the school discipline policy and technology for parents to be able to work with their children and reinforce what is happening at school. It is key that all families are experiencing positive professional relationships with all school personnel to ensure and support academic and social emotional success and achievement of our students.</p> <p>2022-2023 - We will involve parents directly in their child’s education through the use of Codes of Conduct and the Broadway Academy Family Partnership Plan and we will encourage and provide</p>

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<p>Alignment</p>	<p>Spring 2021 CSP Plan, SSIP Plan, Reading Achievement Plan, School Improvement Plan, School-Wide Positive Behavior Support and Broadway Brilliance are aligned to create this plan.</p>
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<p>Resources and Budget</p>	<p>Additional Staff:</p> <ul style="list-style-type: none"> • Instructional Assistants • Behavioral Intervention Specialist • School Counselor • School Social Worker • Full time Nurse • Parent and Community Liaison • Title I Teacher Math and Reading • Additional Teachers • Computer Technology Teacher • Music Teacher • Art Teacher <p>Curriculum:</p> <ul style="list-style-type: none"> • Caring School Community • Novel Study: <i>The Deepest Well</i>, by Nadine Burke Harris, M.D. <p>Budget: The Academy will use both ESSER II and Student Wellness to hire additional positions to support student mental health. \$300,000</p>