

# Learning Recovery & Extended Learning Plan

District Name:	Technological College Preparatory (T.C.P.) World Academy
District Address:	6000 Ridge Avenue, Cincinnati, Ohio 45213
District Contact:	Superintendent, Karen Y. French
District IRN:	133330

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.

Plans should address, but are not limited to, the following key components:

- **Impacted Students:** How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
- **Needs Assessment:** How will schools and districts identify the needs of those students?
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
- **Approaches:** What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring, and remote options.)
- **Partnerships:** Which local and regional partners (such as Educational Service Centers, Information Technology Centers, libraries, museums, after-school programs, or civic organizations) can schools and districts engage in supporting student needs?
- **Alignment:** How can this plan reinforce and align to other district or school plans? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.

Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners including their Educational Service Center and other regional and community-based partners. Each district or school should consider a wide range of representation and voices from district and community stakeholders in planning for learning recovery and extended learning opportunities.

The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

**This template has been designed to assist districts in meeting and exceeding this requirement and in supporting their long-term instructional planning efforts.** Please refer to the [Planning Support Document](#) at the end of this template for guiding questions and resources.

Questions, comments and concerns can be emailed to: [ExtendedLearning@education.ohio.gov](mailto:ExtendedLearning@education.ohio.gov)

[ODE's Planning for Extended Learning FAQ's](#)

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## Identifying Academic Needs

### Impacted Students:

*How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?*

### Considerations:

- **Resources** (Existing and Needed)
- **Partnerships** (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
- **Alignment** (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)
  - Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)
- **Core Questions to Consider:**
  - What do students need to know?
  - How do we know if they've learned it?
  - How do we intervene for those students who have not learned it?
  - How do we extend other opportunities for those who have learned it?

### Budget

### Spring 2021

T.C.P. World Academy will identify the students who have been most impacted by the pandemic in terms of their learning progress through the use of data and recommendations, including:

- Star Early Literacy Assessment
- Star Reading Assessment
- Star Math Assessment
- Kindergarten Readiness Assessment- Revised (KRA-R)
- Third Grade Ohio State English Language Arts Test (Fall 2020)
- Teacher recommendations
- Student attendance during the 2020-2021 school year
- Student grades during the 2020-2021 school year
- IEP progress reports
- Ohio State Tests (Spring 2021)

T.C.P. World Academy conducts diagnostic assessments quarterly to monitor student learning. The Star Early Literacy Assessment, Star Reading Assessment, and Star Math Assessment data is used by Teacher Based Teams (TBTs) to continuously strengthen the teaching and learning cycle. The Kindergarten Readiness Assessment-Revised data is used by the Kindergarten team to drive their instructional practices. Results from the Third Grade English Language Arts Ohio State Test (Fall 2020) have been utilized by the third grade team to align instruction with the content strands the students demonstrated the most weaknesses in on the fall administration. Individualized Education Program (IEP) progress reports are used to make determinations about how students with disabilities have been impacted during the pandemic and what amendments, if any, need to be made to an IEP to ensure the student continues to make progress on goals and

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	<p>objectives. The Ohio State Test spring results, once available, will be used to determine what gaps need to be closed from third through seventh grade. Teacher recommendations, student attendance, and student grades will also be utilized to determine which students are most at risk and in need of remediation.</p>	
<b>Summer 2021</b>	<p>T.C.P. World Academy will identify the students who have been most impacted by the pandemic in terms of their learning progress through the use of data and recommendations, including:</p> <ul style="list-style-type: none"> <li>-Star Early Literacy Assessment</li> <li>-Star Reading Assessment</li> <li>-Star Math Assessment</li> <li>-Kindergarten Readiness Assessment- Revised (KRA-R)</li> <li>-Third Grade Ohio State English Language Arts Test (Fall 2020)</li> <li>-Teacher recommendations</li> <li>-Student attendance during the 2020-2021 school year</li> <li>-Student grades during the 2020-2021 school year</li> <li>-IEP progress reports</li> <li>-Ohio State Tests (Spring 2021)</li> </ul> <p>T.C.P. World Academy conducts diagnostic assessments quarterly to monitor student learning. The Star Early Literacy Assessment, Star Reading Assessment, and Star Math Assessment data is used by Teacher Based Teams (TBTs) to continuously strengthen the teaching and learning cycle. The Kindergarten Readiness Assessment-Revised data is used by the Kindergarten team to drive their instructional practices. Results from the Third Grade English Language Arts Ohio State Test (Fall 2020) have been utilized by the third grade team to align instruction with the content strands the students demonstrated the most weaknesses in on the fall administration. Individualized Education Program (IEP) progress reports are used to make determinations about how students with disabilities have been impacted during the pandemic and what amendments, if any, need to be made to an IEP to ensure the student continues to make progress on goals and objectives. The Ohio State Test spring results, once available, will be used to determine what gaps need to be closed from third through seventh grade. Teacher recommendations, student attendance, and student grades will also be utilized to determine which students are most at risk and in need of remediation.</p>	
<b>2021 - 2022</b>	<p>T.C.P. World Academy will identify the students who have been most impacted by the pandemic in terms of their learning progress through the use of data and recommendations, including:</p> <ul style="list-style-type: none"> <li>-Star Early Literacy Assessment</li> <li>-Star Reading Assessment</li> <li>-Star Math Assessment</li> <li>-Kindergarten Readiness Assessment- Revised (KRA-R)</li> <li>-Third Grade Ohio State English Language Arts Test (Fall 2021)</li> <li>-Teacher recommendations</li> </ul>	

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<p><b>2022 - 2023</b></p>	<p>T.C.P. World Academy will identify the students who have been most impacted by the pandemic in terms of their learning progress through the use of data and recommendations, including:</p> <ul style="list-style-type: none"> <li>-Star Early Literacy Assessment</li> <li>-Star Reading Assessment</li> <li>-Star Math Assessment</li> <li>-Kindergarten Readiness Assessment- Revised (KRA-R)</li> <li>-Third Grade Ohio State English Language Arts Test (Fall 2022)</li> <li>-Teacher recommendations</li> <li>-Student attendance during the 2021-2022 school year</li> <li>-Student grades during the 2021-2022 school year</li> <li>-IEP progress reports</li> <li>-Ohio State Tests (Spring 2022)</li> </ul> <p>T.C.P. World Academy conducts diagnostic assessments quarterly to monitor student learning. The Star Early Literacy Assessment, Star Reading Assessment, and Star Math Assessment data is used by Teacher Based Teams (TBTs) to continuously strengthen the teaching and learning cycle. The Kindergarten Readiness Assessment-Revised data will be used by the Kindergarten team to drive their instructional practices. Results from the Third Grade English Language Arts Ohio State Test (Fall 2022) will be utilized by the third grade team to align instruction with the content strands the students demonstrate the most weaknesses in on the fall administration. Individualized Education Program (IEP) progress reports will be used to make determinations about how students with disabilities have been impacted during the pandemic and what amendments, if any, need to be made to an</p>	

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## Approaches to Address Academic Gap Filling

<p><b>Approaches &amp; Removing/Overcoming Barriers</b></p>	<p><i>What approaches will schools/districts use to fill learning needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i></p>
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<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>- <i>Resources (Existing and Needed)</i></li> <li>- <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i></li> <li>- <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> <ul style="list-style-type: none"> <li>- <i>Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</i></li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- <i>What do students need to know?</i></li> <li>- <i>How do we know if they’ve learned it?</i></li> <li>- <i>How do we intervene for those students who have not learned it?</i></li> <li>- <i>How do extend other opportunities for those who have learned it?</i></li> </ul> </li> </ul>	<p><b>Budget</b></p>
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<p><b>Spring 2021</b></p>	<p>T.C.P. World Academy will continue to provide remote instruction to all students in Kindergarten through the seventh grade. T.C.P. World Academy’s remote instruction model is set up to mirror the in person instructional day. Live teacher led instruction begins at 9:15 in Google Meet and continues throughout the day with typical breaks for lunch and health and wellness. At a minimum, students are provided with 5.5 hours of live direct instruction via Google Meet by their general education teacher. Instructional assistants have been assigned to virtual classrooms to assist in keeping up with student attendance, ensure students are actively participating, and to provide small group instruction to students on Individualized Education Programs to make certain their academic needs are being met. T.C.P. World Academy is using several online curriculums and platforms to track student engagement and learning outcomes.</p>	
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<p><b>Summer 2021</b></p>	<p>T.C.P. World Academy is offering summer school to all students in grades Kindergarten through seventh grade beginning on June 14, 2021 and ending July 16, 2021 at no cost to parents. Summer school will offer five days a week of in person instruction to all students. Summer school will consist of a two part day. From 8:30 to 12:30 students will receive direct instruction in</p>	
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	<p>English language arts and mathematics. At 1:00, after students have eaten lunch, they will begin enrichment activities.</p> <p>T.C.P. World Academy is working to secure busing for the summer school program. T.C.P. World Academy will update the extended learning plan as information about busing is confirmed and finalized.</p> <p>During the summer, T.C.P. World Academy will continue to offer remote instruction for those students who do not feel comfortable returning to in person learning due to the ongoing global pandemic.</p>	
<p><b>2021 - 2022</b></p>	<p>T.C.P. World Academy plans to begin the 2021-2022 school year on July 29, 2021, with 5 days a week in person learning. Busing will be provided to all students (who qualify for busing services for the extended school year.</p> <p>T.C.P. World Academy plans to use data from diagnostic assessments, state assessments, and teacher recommendations to offer tutoring to those students who are at risk. Tutoring will take place after school hours from 4:30 to 5:30. Tutoring will be begin after collecting data at the beginning of the school year and determining which students are in need of additional instruction in order to close the gap and learning loss due to the global pandemic.</p> <p>During the 2021-2022 school year, T.C.P. World Academy will continue to offer remote instruction for those students who do not feel comfortable returning to in person learning due to the ongoing global pandemic.</p> <p>The school schedule will allow for cross grade level Teacher Based Teams (TBTs) to meet to discuss current data, academic gaps, and next steps to improve student academic performance.</p>	
<p><b>2022 - 2023</b></p>	<p>T.C.P. World Academy will offer summer school to all students in grades Kindergarten through seventh grade at no cost to parents. Summer school will offer five days a week of in person instruction to all students. Summer school will consist of a two part day. From 8:30 to 12:30 students will receive direct instruction in English language arts and mathematics. At 1:00, after students have eaten lunch, they will begin enrichment activities. Dates have not yet been chosen for the summer program for the 2022-2023 school year, but will be updated as dates are finalized.</p> <p>T.C.P. World Academy plans to use data from diagnostic assessments, state assessments, and teacher recommendations to offer tutoring to those students who are at risk. Tutoring will take place after school hours from 4:30 to 5:30. Tutoring will be begin after collecting data at the beginning of the school year and determining which students are in need of additional instruction in order to close the gap and learning loss due to the global pandemic.</p> <p>The school schedule will allow for cross grade level Teacher Based Teams (TBTs) to meet to discuss current data, academic gaps, and next steps to improve student academic performance.</p>	

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## Approaches to Identify Social & Emotional Needs

**Impacted Students:** *How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?*

**Considerations:**

- **Resources** (Existing and Needed)
- **Partnerships** (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
- **Alignment** (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)

**Budget**

**Spring 2021**

T.C.P. World Academy will conduct surveys to gather and then analyze the social and emotional needs of our students, parents, and staff. The analysis of this data will drive the next steps in meeting the social and emotional needs of our students, parents, and staff.

T.C.P. World Academy will also use attendance data and teacher recommendations to target our disengaged student population.

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## Approaches to Address Social and Emotional Need

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs" (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <i>Resources</i> (Existing and Needed)</li> <li>- <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <i>Alignment</i> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>	<b>Budget</b>	
<b>Spring 2021</b>	<p>T.C.P. World Academy will take the feedback from the surveys to determine the appropriate next steps to support students, parents, and staff.</p> <p>T.C.P. will train all staff members in the Relationship Mapping Strategy and begin implementing with commitment.</p> <p>T.C.P. World Academy will ensure the Positive Behavioral Interventions and Supports program is implemented and provides a foundation to meet the social and emotional needs of all students.</p>	
<b>Summer 2021</b>	<p>T.C.P. World Academy will continue to train and implement the Relationship Mapping Strategy.</p> <p>T.C.P. will purchase LiveSafe from Vector Solutions. LiveSafe is a mobile risk intelligence solution for safety and security incident prevention, response, and communication. The addition of LiveSafe will provide T.C.P. World Academy real-time mobile risk prevention, reporting, and response capabilities.</p> <p>T.C.P. World Academy will ensure the Positive Behavioral Interventions and Supports program is implemented and provides a foundation to meet the social and emotional needs of all students.</p>	
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	<p>social and emotional needs of all students.</p> <p>Character education will be a part of our Health and Wellness curriculum. Students will learn the Six Pillars of Character. The Six Pillars of Character are trustworthiness, respect, responsibility, fairness, caring, and citizenship. Each of the Six Pillars of Character help instill a positive school climate and a culture of kindness, making T.C.P. World Academy a safe environment for students to learn.</p>	
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