

District Name:	Parma Academy
District Address:	12925 Corporate Drive
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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, Parma 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 1<sup>st</sup> 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 two specified days per 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 Art, Music 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 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 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

<b>Identifying Impacted Students</b>	<p><b>Spring 2021</b> For the 2020-2021 school year, we utilized the i-Ready comprehensive assessment system for our students in grades K-3. 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. The school also utilizes TGRG data to ensure students are making adequate progress on literacy goals that are aligned to their RIMP plans, where applicable. Students who have experienced academic or social emotional challenges have been provided additional support and interventions through the Response to Intervention (RtI) process.</p>
	<p><b>Summer 2021</b> For students who are identified for additional supports in the summer of 2021, we will continue to utilize iReady assessments and remedial curricular supports in targeted areas, individualized to meet student needs.</p>
	<p><b>2021-2022</b> We will continue to use the i-Ready comprehensive assessment system for our students in grades K-2. 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><b>2022-2023</b> We will continue to use the i-Ready comprehensive assessment system for our students in grades K-2. 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>
<b>Approaches to Support Impacted Students</b>	<p><b>Spring 2021</b> Students who have experienced academic or social emotional challenges have been provided additional support and interventions through the Response to Intervention (RtI) process. This includes specific academic or social emotional supports utilizing small group services, additional reading materials sent home for prescribed practice, daily interventions in both reading and math, and additional classroom interventions as appropriate.</p>
	<p><b>Summer 2021</b> Students will be provided access to iReady supports throughout the summer in both reading and math. This will allow students to receive remedial supports as part of a tailored plan that meets each student at his/her instructional level. Students who require a Chromebook to access this program will be able to sign one out over the summer.</p>
	<p><b>2021-2022</b> Students who have experienced academic or social emotional challenges will continue to be provided additional support and interventions through the Response to Intervention (RtI) process. This includes specific academic or social emotional supports utilizing small group services, additional reading materials sent home for prescribed practice, daily interventions in both reading and math, and additional classroom interventions as appropriate.</p>
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<b>Professional Learning Needs</b>	<p><b>Spring 2021</b> The instructional team has participated in professional development opportunities specific to teacher communication and providing quality, intentional feedback to students in real time. Teachers have also participated in professional development specific to improving written expression skills in K-2 students.</p>
	<p><b>Summer 2021</b></p>

	<p>Teachers will continue to be provided with a variety of professional development opportunities on-site, off-site, and virtually through the leadership team, the authorizer, and other reputable sources. Needs will be determined through data analysis as determined by the Teacher Based Teams (TBT), Building Leadership Team (BLT) and the LPDC.</p> <p><b>2021-2022</b> Teachers will continue to be provided with a variety of professional development opportunities on-site, off-site, and virtually through the leadership team, the authorizer, and other reputable sources. Needs will be determined through data analysis as determined by the Teacher Based Teams (TBT), Building Leadership Team (BLT) and the Local Professional Development Committee (LPDC).</p> <p><b>2022-2023</b> Teachers will continue to be provided with a variety of professional development opportunities on-site, off-site, and virtually through the leadership team, the authorizer, and other reputable sources. Needs will be determined through data analysis as determined by the Teacher Based Teams (TBT), Building Leadership Team (BLT) and the Local Professional Development Committee (LPDC).</p>
<b>Partnerships</b>	<p><b>Spring 2021</b> As an expanding school, Parma Academy will continue to implement an intensive campaign to build and sustain meaningful relationships with members of the residential and business community within Parma and the surrounding areas. This initiative will focus on expanding the resource pool for Parma Academy students and increasing the number of students to whom we are able to provide quality educational supports.</p>
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<b>Alignment</b>	<p><b>Spring 2021</b> All partnerships will be aligned with the school’s Wellness and Success plan, Remote learning plan, and Continuous Improvement Plan and partnerships will be adjusted as the needs of students evolve.</p>
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<b>Resources and Budget</b>	<p>The school will utilize funding available through the Charter School Program (CSP) grant, Student Wellness funding, and funding made available through the Elementary and Secondary School Emergency Relief Fund (ESSER) to expand curricular and academic resources and supports for students. This may include but not be limited to academic resources, additional curricular resources, additional instructional and support staff, and other operational considerations to ensure a safe and</p>

	<p>inviting learning environment for all students.</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. \$100,000</p>
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## Approaches to Identify and Address Students' Social & Emotional Needs

<b>Identifying Impacted Students</b>	<p><b>Spring 2021 –</b> The school regularly analyzes data, both academic and behavioral, to identify students who may be in need of additional supports. The school leader holds regular open office hours for parents to share concerns or address needs and families and teachers communicate regularly via Class Dojo so that student needs can be identified and addressed timely. Students who have experienced academic or social emotional challenges have been provided additional support and interventions through the Response to Intervention (RtI) process.</p>
	<p><b>Summer 2021 –</b> The school team will continue outreach to families, host informational sessions and events, and extend meetings with the school leadership and instructional team as needs arise. Students will continue to be offered ongoing supports based upon need and tailored to ensure effectiveness.</p>
	<p><b>2021-2022 –</b> The school team will continue outreach to families, host informational sessions and events, and extend meetings with the school leadership and instructional team as needs arise. Students will continue to be offered ongoing supports based upon need and tailored to ensure effectiveness.</p>
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<b>Approaches for Impacted Students</b>	<p><b>Spring 2021 –</b> Students who have experienced academic or social emotional challenges have been provided additional support and interventions through the Response to Intervention (RtI) process. This includes specific social emotional supports utilizing small group services and additional classroom interventions as appropriate.</p>
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<b>Professional Learning Needs</b>	<b>Spring 2021</b> Teachers will continue to be provided with a variety of professional development opportunities on-site, off-site, and virtually through the leadership team, the authorizer, and other reputable sources. Needs will be determined through data analysis as determined by the Teacher Based Teams (TBT), Building Leadership Team (BLT) and the LPDC.
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<b>Partnerships</b>	<b>Spring 2021-</b> Parma Academy is invested in supporting the education and social, emotional, and physical well-being of all students, their families and staff. Our goals are to collaborate with community partners to be proactive in this holistic approach for each student. Creating opportunities for students with emotional needs to be supported in our school. And students' physical needs are met on a daily basis. Through a partnership with a local church that provides Blessings in a backpack that goes home each Friday with food for students that they can make or open on their own, therefore they will have their physical need of food taken care of during the weekends. We also have a partnership with Families First which is a mental health organization to meet with our students with social and emotional needs
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<b>Alignment</b>	<b>Spring 2021</b>

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<p><b>Resources and Budget</b></p>	<p>The school will utilize funding available through the Charter School Program (CSP) grant, Student Wellness funding, and funding made available through the Elementary and Secondary School Emergency Relief Fund (ESSER) to expand social emotional learning (SEL) supports for students. This may include but not be limited to SEL curriculum, additional support staff, and other operational considerations to ensure a safe and inviting learning environment for all students.</p> <p>Budget: The Academy will use Student Wellness to contract with an organization to support student mental health. \$50,000</p>