



District Name:	Western Toledo Preparatory Academy
District Address:	6145 Hill Ave., Toledo, Ohio 43615
District Contact:	Kechan Johnson
District IRN:	019511

Beginning in March 2020, education in the United States, and the world, changed dramatically due to the COVID-19 pandemic. As the 2020 school year ended, it became apparent that the crisis would continue and that students' learning would be disrupted as a result, creating significant learning gaps. As a result of the impact on our students, Western Toledo Preparatory Academy identified strategies and methods to meet the needs of our students that included extended learning opportunities as well as social emotional support.

Identifying and Meeting Students' Academic Needs

Identifying Impacted Students	<p>2021-2022</p> <p>For the 2021-2022 school year, we are utilizing the i-Ready comprehensive assessment system for our students in grades K-7. This online assessment, given in the fall, winter and spring to all students, 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.</p> <p>In addition to the i-Ready assessments, we utilize short-cycle assessments, administered on a bi-weekly basis, to assess student growth with regard to state standards. That data is used to identify deficiencies and gaps in the standards.</p> <p>The results of the fall administration of the third grade AIR test will be used to identify students that were not on-track to meet the promotion score or to reach proficiency.</p> <p>Mock assessments, designed to mirror the state tests, will be administered three times, fall, winter, and spring, to all students in grades 2-8 to determine their ability levels on the state standards.</p> <p>Teachers take the data from the assessments and utilize that, as well as class running records, to create small groups within the classroom that allow for targeted interventions.</p> <p>Short cycle assessments will continue to be administered bi-weekly throughout the 2021-22 school year. Data from these assessments will be used to identify student learning needs and small group interventions will be determined based on these assessment results and incorporated in the classroom.</p>
--------------------------------------	---

	<p>The mock assessments that will be administered will be used as an additional data point and compared to the results of the other diagnostics and internally developed assessments to provide additional information regarding student needs.</p>
	<p>2022-2023 We will continue with the strategies used in the prior year and make adjustments as necessary.</p>
<p>Approaches to Support Impacted Students</p>	<p>2021-2022 Students will be given their first i-Ready diagnostic within the first two weeks of school. Based on the results, students will be placed in small groups. All students will receive interventions during success hour, and those with the most need will receive tutoring two days per week beginning in September.</p> <p>RtI groups will be developed based on specific state standards identified by the classroom teachers' running records. Students will receive interventions based on their needs of a minimum of three days per week. They will then be then re-evaluated and either moved to another group or they will continue working on the previously identified state standard or moved to the next tier for more targeted interventions</p> <p>All students will work on i-Ready in both math and reading for at least 45 minutes each week. Those with larger learning gaps will have additional time working on i-Ready in small group with the title teachers and instructional aides.</p>
	<p>2022-2023 We will continue with the strategies used in the prior year and make adjustments as necessary.</p>
<p>Professional Learning Needs</p>	<p>Summer 2021 We held professional development sessions on the following topics:</p> <ul style="list-style-type: none"> ● Social Emotional Needs of Students – A Step Beyond provided the session on how to connect with and support students. ● Special Education – The role of the general education teacher with regard to implementing modifications and accommodations within the classroom as well as the intervention specialist's role within the classroom. ● Short-Cycle Assessments – How to create, administer and utilize results. ● iReady – Administering and analyzing the data to create instructional supports.
	<p>2021-2022 Future professional development opportunities will be based on staff and student needs.</p>
	<p>Spring 2021 Our counseling partner, A Step Beyond, will provide tutoring for their students.</p>
<p>Partnerships</p>	<p>2021-2022 Our counseling partner, A Step Beyond will provide tutoring throughout the school year. In addition, we will look for volunteers to read to our students and seek out business partners to provide resources and support.</p>
	<p>2022-2023 We will continue with the strategies used in the prior year and make adjustments as necessary.</p>
<p>Alignment</p>	<p>2021-2022 Wellness and Success – By meeting students' social and emotional needs, they are able to perform better academically. Action steps include partnering with counselors to provide emotional and academic support. By a focus on physical health through Physical Education classes and sports practices, students' behaviors improve therefore their focus allows them to perform better academically.</p>
	<p>2022-23 We will continue with the strategies used in the prior year and make adjustments as necessary.</p>

Resources and Budget	<p>Professional development, i-Ready, evidence-based intervention materials, counselors.</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.</p>
-----------------------------	---

Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>2021-2022 A student wellness committee will be established to identify students who may be in need of meals, clothing, or other resources. An attendance committee will be used to identify students who are not attending class regularly. Committee members will reach out to excessively truant or absent students in an effort to provide support and other resources that may help.</p>
	<p>2022-2023 We will continue with the committees used in the prior year and make adjustments as necessary.</p>
Approaches for Impacted Students	<p>2021-2022 We will continue to utilize RtI to address behaviors and provide targeted interventions and our counseling partner will be providing whole group sessions that will focus on coping strategies, conflict resolution, and social interactions.</p> <p>We will implement home visits during the school year to ensure our students are receiving the support they need to be successful.</p>
	<p>2022-23 We will continue with the strategies used in the prior year and make adjustments as necessary.</p>
Professional Learning Needs	<p>Summer 2021 Trauma informed care Multi-tiered behavior intervention strategies Establishing and fostering a school-wide system that supports social and emotional learning Best practices for embedding social and emotional learning in the classroom</p>
	<p>2021-2022 Professional development opportunities throughout the year will be based on staff needs and requests as well as student needs.</p>
	<p>2022-23 We will continue with the strategies used in the prior year and make adjustments as necessary.</p>
Partnerships	<p>2021-2022 A Step Beyond</p>
	<p>2022-2023 A Step Beyond</p>
Alignment	<p>2021-2022 The school's Student Wellness and Success Plan seeks to create a safe learning environment that promotes a positive change for families and focuses on social-emotional wellness in an effort to increase their quality of life and provide opportunities to be successful academically.</p>
	<p>2022-23 We will continue with the strategies used in the prior year and make adjustments as necessary.</p>

Resources and Budget	Contract with community partners. Potentially adding a guidance counselor to the staff as well as a school nurse.
-----------------------------	---