



District Name:	Mount Auburn Preparatory Academy
District Address:	244 Southern Avenue Cincinnati, Ohio 45219
District Contact:	Craig Horn, Principal
District IRN:	017274

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, Mount Auburn Preparatory 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 did 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. 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 guideline. 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, Technology 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 used by our Title I teacher, Intervention Specialists 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

For the 2020-2021 school year, we utilized 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

	<p>crucial information forms the basis for the supports we provide students.</p> <p>The measures below were used to recognize and monitor impacted students in grades K-8.</p> <ul style="list-style-type: none"> ● Heggerty’s screeners ● Ohio Kindergarten Readiness Assessment ● Running records ● Short cycle assessments ● Third Grade Reading Guarantee data ● Read180/System44 screener ● Response to Intervention process ● I-Ready ● Evaluation Team Reports <p>The measures below were used to recognize and monitor impacted students in grades 9-12</p> <ul style="list-style-type: none"> ● i-Ready ● End of Course Ohio State Tests and the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). <p>Summer 2021 During Summer 2021, i-Ready will be used to measure student growth for all students. A standards-based assessment progress monitoring data from i-Ready will be used. The Heggerty’s screeners will be used for students lacking in phonics skills. These screeners may not be for all students based on needs presented. Credits recovered will be a measure used to determine whether high school students made growth or progress during Summer 2021.</p> <p>2021-2022 We will continue to use the i-Ready comprehensive assessment system for our students in grades K-12. 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 the Spring 2021 during 2021-2022. 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 provider, to continue to identify students and monitor their progress.</p> <p>2022-2023 Teachers will continue to use student progress monitoring data with the same programs available in Spring 2021 and 2021-2022 during 2022-2023. 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 provider, to continue to identify students and monitor progress.</p>
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021 The school is using the following approaches to support impacted students during Spring 2021.</p> <ul style="list-style-type: none"> ● RtI ● Small group instruction ● Differentiated instruction ● Progress monitoring ● i-Ready <p>Summer 2021 The school is using the following approaches to support impacted students during Summer 2021.</p> <ul style="list-style-type: none"> ● Credit recovery for high school students ● Summer School program for students who are more than 1 grade level behind

	<p>2021-2022 The school will use the following approaches to support impacted students during the 2021-2022 school year.</p> <ul style="list-style-type: none"> ● RtI ● Small group instruction ● Differentiated instruction ● Progress monitoring ● i-Ready ● Targeted intervention teachers to support grades K-3, 4-8 and 9-12 ● 1:1 student technology to support instruction <hr/> <p>2022-2023 The school is using the following approaches to support impacted students during 2021-2022.</p> <ul style="list-style-type: none"> ● RtI ● Small group instruction ● Differentiated instruction ● Progress monitoring ● i-Ready ● Targeted intervention teachers to support grades K-3, 4-8 and 9-12 ● 1:1 student technology to support instruction
<p>Professional Learning Needs</p>	<p>Spring 2021</p> <ul style="list-style-type: none"> ● Personalized Learning Plans ● Identifying and monitoring students who are at-risk related to promotion ● Creating academic goals ● Foundations – Initial Training ● Effective Parent Communication and Rapport Building ● Planning Effective Writing Instruction <hr/> <p>Summer 2021</p> <ul style="list-style-type: none"> ● ACCEL Academic Frameworks ● Unpacking State Standards Backward Design ● Culturally Responsive Teaching ● Educational Model ● “The Why” (New Teacher Induction) ● The First 25 Days of School ● Grading and Feedback ● Writing Walls and Common Area Displays ● Local Literacy Plan - Culture of Literacy Achievement ● Guided Reading ● Lucy Calkins and the Writing Process ● Running Records (Learning A-Z) ● Structured Teacher Planning Time ● Accountable Talk Stems ● Technology ● Google Apps ● Mastery Connect ● 1:1 Expectations ● Using phone as a document camera ● PowerSchool ● Response to Intervention (RtI)

	<ul style="list-style-type: none"> ● RIMPS (K-3) ● Assessments - Assessment Cycle/Calendar ● Ready Reading -Ohio (Reading Teachers) ● Eureka Math (New teachers) ● Standards of Mathematical Practice ● "Number Talks" to Grow Mathematical Minds ● Critical Areas of Focus ● Heggerty's (New Teachers K-3/ ISS/ Title I) ● Foundations (K-3/ ISS/ Title I) ● Academic Vocabulary <p>2021-2022 Professional learning during 2021-2022 will be related to the CCIP, current student data, classroom walk through observations, and academic priorities.</p> <p>2022-2023 Professional learning during 2022-2023 will be related to the CCIP, current student data, classroom walk through observations, and academic priorities.</p>
Partnerships	<p>Spring 2021 During Spring 2021, we partnered with the following groups and organizations.</p> <ul style="list-style-type: none"> ● OMEGA Mentoring ● Foster Grandparents ● MAGIC (Mount Auburn Gardens Initiative & Collaborative) <p>Summer 2021 During Summer 2021, we partnered with the following groups and organizations.</p> <ul style="list-style-type: none"> ● OMEGA Mentoring ● MAGIC (Mount Auburn Gardens Initiative & Collaborative) <p>2021-2022 During 2021-2022, we plan to partner with the following groups and organizations.</p> <ul style="list-style-type: none"> ● A mentoring program ● A community organization to reinforce literacy with primary students. ● MAGIC (Mount Auburn Gardens Initiative & Collaborative) <p>2022-2023 During 2022-2023, we plan to partner with the following groups and organizations.</p> <ul style="list-style-type: none"> ● A mentoring program ● A community organization to reinforce literacy with primary students. ● MAGIC (Mount Auburn Gardens Initiative & Collaborative)
Alignment	<p>Spring 2021 Planning for extended learning aligns with the Wellness and Success Plan, Remote Learning Plan, School Improvement Plan, Corrective Action Plan, and Local Literacy Plans. The programs and goals of the plans align based upon the current needs of the school. Each plan is based on a current review of all applicable data of programs and assessments. The Building Leadership Team meets regularly to review and monitor school goals.</p> <p>Summer 2021 Planning for extended learning aligns with the Wellness and Success Plan, Remote Learning Plan, School Improvement Plan, Corrective Action Plan, and Local Literacy Plans. The programs and goals of the plans align based upon the current needs of the school. Each plan is based on a current review of all applicable data of programs and assessments. The Building Leadership Team meets regularly to review and monitor school goals.</p>

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<p>Resources and Budget</p>	<p>Resources and Curriculum</p> <ul style="list-style-type: none"> ● i-Ready ● Eureka Math ● Ready Reading ● IXL ● State standards aligned science curriculum ● Chromebooks and related technology ● Canvas or another LMS <p>Additional suggested staffing for 2021-2022 and beyond.</p> <ul style="list-style-type: none"> ● Intervention teachers to support grades K-3, 4-8 and 9-12 ● School Counselor ● Director of Academics ● Credit Recovery Coordinator <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. \$580,000</p>

Approaches to Identify and Address Students' Social & Emotional Needs

<p>Identifying Impacted Students</p>	<p>Spring 2021 Staff members below are part of the core team to identify Social and Emotional concerns for specific students.</p> <ul style="list-style-type: none"> ● Behavior Intervention Specialist – K-5 ● Behavior Intervention Specialist – 6-12 ● Lighthouse Counseling Services ● Regional Family and Community Liaison ● School Principal <p>Any staff member, regardless on being on the core team, can refer a student to Lighthouse Youth Services for SEL support.</p>
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	<p>Summer 2021 Lighthouse Youth Services will continue to support students throughout Summer 2021. Students can continue to be referred throughout the summer by school staff and families.</p> <p>2021-2022 Each grade level band will have a PBIS committee to address SEL topics in the school. The PBIS committee identifies targeted students and tracks student progress using SMART goals.</p> <p>2022-2023 Each grade level band has a PBIS committee to address SEL topics in the school. The PBIS committee identifies targeted students and tracks student progress using SMART goals.</p>
<p>Approaches for Impacted Students</p>	<p>Spring 2021 Lighthouse Youth Services provides interventions to specific targeted students. Referrals to the MTSS team occurs through the PBIS teams. The Freestore Foodbank partners with the school with Power Packs to ensure the basic needs are met for students.</p> <p>Summer 2021 Lighthouse Youth Services will provide interventions to specific targeted students. Referrals to the MTSS team occurs through the PBIS teams. The Freestore Foodbank partners with the school with Power Packs to ensure the basic needs are met for students.</p> <p>2021-2022 Lighthouse Youth Services will provide interventions to specific targeted students. Referrals to the MTSS team occurs through the PBIS teams. The Freestore Foodbank partners with the school with Power Packs to ensure the basic needs are met for students. The school expects to purchase a SEL curriculum such as Thriving Learning Communities to use in 2021-2022 and future years for grades K-8.</p> <p>2022-2023 Lighthouse Youth Services will provide interventions to specific targeted students. Referrals to the MTSS team occurs through the PBIS teams. The Freestore Foodbank partners with the school with Power Packs to ensure the basic needs are met for students. The school expects to purchase a SEL curriculum such as Thriving Learning Communities to use in 2021-2022 and future years for grades K-8.</p>
<p>Professional Learning Needs</p>	<p>Spring 2021</p> <ul style="list-style-type: none"> ● Best Practices for Increasing Student Attendance ● PBIS ● Counseling Services - Lighthouse <p>Summer 2021</p> <ul style="list-style-type: none"> ● Best Practices for Increasing Student Attendance ● PBIS ● Counseling Services – Lighthouse ● Thriving Learning Communities or another SEL Curriculum Training <p>2021-2022</p> <ul style="list-style-type: none"> ● Best Practices for Increasing Student Attendance ● PBIS ● Counseling Services – Lighthouse ● Thriving Learning Communities or another SEL Curriculum Training ● Other training as needed based on school and student data <p>2022-2023</p> <ul style="list-style-type: none"> ● Best Practices for Increasing Student Attendance ● PBIS ● Counseling Services – Lighthouse ● Thriving Learning Communities or another SEL Curriculum Training ● Other training as needed based on school and student data
<p>Partnerships</p>	<p>Spring 2021 Community organizations that partner directly with schools offer students opportunities to practice the SEL</p>

skills they are learning at home, throughout the school day, and in their afterschool programming. School-community partnerships are carefully and strategically cultivated and align on a common language, strategies, and communication around SEL-related efforts and initiatives. Community organizations, in partnership with the principal and the SEL team, can foster this alignment for seamless student support.

Community partners might include:

- Out-of-school time providers (before and after school programs).
- Community-based nonprofit organizations.
- Health care providers.
- University research centers or colleges of education.
- Mission-driven foundations.
- Governmental agencies.
- Local business.
- Other institutions that can connect students to their broader communities.

Specific school partners include the following.

- Freestore Foodbank provides support for basic needs including food and hygiene through programs such as Power Packs.
- Lighthouse Youth Services is our partner for mental health and recovery counseling and therapy services.
- Men of Omega is a mentoring program for young men to positively define, plan, pursue and achieve their goals.
- The Foster Grandparents Program provides literacy mentors in schools to promote reading and writing.
- Life Church Cincinnati has provided a distribution site for Free Healthy Groceries for families.
- New Leaf Kitchen Cincinnati – Nourishing Minds and Bodies from the Root up provided cooking kits during Covid; Bread making kits, and healthy cooking opportunities when Covid restrictions lifted.
- Didomi Distribution Center has provided quality home, hair, and life products as giveaways for families and those in need.
- Agape Distribution Center provided quality home, hair, and life products as giveaways for families and those in need.

Summer 2021

Community organizations that partner directly with schools offer students opportunities to practice the SEL skills they are learning at home, throughout the school day, and in their afterschool programming. School-community partnerships are carefully and strategically cultivated and align on a common language, strategies, and communication around SEL-related efforts and initiatives. Community organizations, in partnership with the principal and the SEL team, can foster this alignment for seamless student support.

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2021-2021

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	<p>2022-2023</p> <p>Community organizations that partner directly with schools offer students opportunities to practice the SEL skills they are learning at home, throughout the school day, and in their afterschool programming. School-community partnerships are carefully and strategically cultivated and align on a common language, strategies, and communication around SEL-related efforts and initiatives. Community organizations, in partnership with the principal and the SEL team, can foster this alignment for seamless student support.</p> <p>Community partners might include:</p> <ul style="list-style-type: none"> ● Out-of-school time providers (before and after school programs). ● Community-based nonprofit organizations. ● Health care providers. ● University research centers or colleges of education. ● Mission-driven foundations. ● Governmental agencies. ● Local business. ● Other institutions that can connect students to their broader communities. <p>Specific school partners include the following.</p> <ul style="list-style-type: none"> ● Freestore Foodbank provides support for basic needs including food and hygiene through programs such as Power Packs. ● Lighthouse Youth Services is our partner for mental health and recovery counseling and therapy services. ● Men of Omega is a mentoring program for young men to positively define, plan, pursue and achieve their goals. ● The Foster Grandparents Program provides literacy mentors in schools to promote reading and writing. ● Life Church Cincinnati has provided a distribution site for Free Healthy Groceries for families. ● New Leaf Kitchen Cincinnati – Nourishing Minds and Bodies from the Root up provided cooking kits during Covid; Bread making kits, and healthy cooking opportunities when Covid restrictions lifted.
Alignment	<p>Spring 2021</p> <p>Planning for extended learning with SEL in mind aligns with the Wellness and Success Plan, Remote Learning Plan, School Improvement Plan, Corrective Action Plan, and Local Literacy Plans. The programs and goals of the plans align based upon the current needs of the school. Each plan is based on a current review of all applicable data of programs and assessments. The Building Leadership Team meets regularly to review and monitor school goals. Supporting the basic student needs relates directly to improving student</p>

	<p>academics.</p> <p>Summer 2021 Planning for extended learning with SEL in mind aligns with the Wellness and Success Plan, Remote Learning Plan, School Improvement Plan, Corrective Action Plan, and Local Literacy Plans. The programs and goals of the plans align based upon the current needs of the school. Each plan is based on a current review of all applicable data of programs and assessments. The Building Leadership Team meets regularly to review and monitor school goals. Supporting the basic student needs relates directly to improving student academics.</p> <p>2021-2022 Planning for extended learning with SEL in mind aligns with the Wellness and Success Plan, Remote Learning Plan, School Improvement Plan, Corrective Action Plan, and Local Literacy Plans. The programs and goals of the plans align based upon the current needs of the school. Each plan is based on a current review of all applicable data of programs and assessments. The Building Leadership Team meets regularly to review and monitor school goals. Supporting the basic student needs relates directly to improving student academics.</p> <p>2022-2023 Planning for extended learning with SEL in mind aligns with the Wellness and Success Plan, Remote Learning Plan, School Improvement Plan, Corrective Action Plan, and Local Literacy Plans. The programs and goals of the plans align based upon the current needs of the school. Each plan is based on a current review of all applicable data of programs and assessments. The Building Leadership Team meets regularly to review and monitor school goals. Supporting the basic student needs relates directly to improving student academics.</p>
<p>Resources and Budget</p>	<p>Resources and Curriculum</p> <ul style="list-style-type: none"> ● SEL Curriculum such as Thriving Learning Communities ● Incentives for PBIS program <p>Additional or continued suggested staffing for 2021-2022 and beyond.</p> <ul style="list-style-type: none"> ● School Counselor ● Behavior Intervention Specialists ● Regional Family and Community Liaison <p>Budget: The Academy will use ESSER II and Student Wellness to hire a position to support student mental health. \$117,000</p>