



# Menlo Park Academy

Developing the Potential of Gifted Children

## Learning and Recovery Plan Overview

District Name:	Menlo Park Academy
District Address:	2149 53rd Street Cleveland, OH 44102
District Contact:	Seamus O'Hara
District IRN:	000318

The following plan has been created in response to Governor DeWine's request that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students. At Menlo Park Academy, we will work together to be sure students receive the help and support they need. The key components of the plan are the following;

**Identification of Impacted Students:** MPA will use testing and survey data to determine which students require additional attention by defining specific thresholds for action from the data.

**Approaches to Support Impacted Students:** MPA will identify the resources and programs available to support students impacted over the last year in both academic and social-emotional needs.

**Budget, Major Players, and Timeline:** MPA will identify the available resources to address the needs of impacted students and the timeline associated with using those resources

## Academics

### Identification of Impacted Students

Students at Menlo Park Academy were given the NWEA assessment in the fall, winter, and spring of the 2020-2021 school year. The NWEA takes a given student's score for ELA and Math (Science

for Middle School only) and runs an algorithm to determine a growth target for that student. The algorithm projects where that student is likely to score the next time they take the assessment, based on a meta-analysis of peer data. Students take the assessment again and observed growth and achievement are compared to projected growth and achievement.

Although the algorithm compares students to gifted counterparts, there will be special consideration to the validity of the initial data to ensure student targets are reflective of the expectations of our gifted program.

Special and specific consideration will be given to students on Individual Education Plans, ESL students, or in need of other relevant intervention services.

### **Approaches to support impacted students**

Using the data, the students that are identified as having the unity of lower than the 50th percentile in growth and achievement will be the focus of targeted academic interventions. Menlo Park Academy will contact the families of the focus students to explain options for intervention. Interventions will be based on the subject and specifically identified competency deficiencies that contributed to the low growth and achievement. Menlo's interventions will focus on short-term-focused instruction to ameliorate learning needs rather than general subject-specific "courses." Furthermore, specific parents of students who earned failing trimester grades will also be contacted to participate in the focused skill-specific needs or study skills, organization skills, or other areas to enhance study and learning.

Menlo Park Academy is exploring options to offer summer tutoring in the summer of, 2021 as well as after-school tutoring in the Fall of 2021 for the identified students. This intervention would include any subject tested and relevant to the NWEA focus student results. In addition, MPA will enrich the upcoming school year student experience with a host of blanket approaches (see figure A) to ensure all students receive support in their return to school.

The approaches to support impacted students may vary depending on willingness or ability to participate. The order of preferable services is as follows;

1. The approaches to support impacted students may vary depending on willingness or ability to participate. The order of preferable services is as follows;
2. In-person and targeted support for focus students with a teacher but if that cannot happen...
3. Remote and synchronous targeted support for focus student with a teacher but if that cannot happen...
4. Remote and asynchronous targeted support for focus students with suggested virtual programming tools.

## Budget, Major Players, and Timeline

As seen below in figure A, the budget for the varying academic approaches to impacted and all students is estimated between \$53,000/year to \$147,000/year. The major players are relevant players are teachers, students, relevant program offerings, and other potential partners.

## Alignment to School Plans

Although most of the interventions will be inherently integrated into yearlong instruction, some services will carry through the summer and to years beyond. The effectiveness of interventions will be revisited by trimester and adjusted as needed. The following are examples of resources that can be utilized for academic approaches to support impacted students;

ALEKS math for filling in learning gaps in mathematics	3-8	
MobyMax for closing the learning gap in all subjects	K-8	
Khan Academy to supplement understanding for math and ELA		K-8
Teacher Based Team Meetings to continue monitoring academic progress		K-8
Singapore Math Program to support the math needs of students		K-5
Phonics in Motion Program to support the ELA needs of elementary students		K-5
College of William & Mary to support ELA	K-5	
Project M3 to enrich the math experience	K-5	
Fountas and Pinnell to help struggling readers	K-5	
Learning Badges & Portfolio-Based Assessments to authenticate learning		K-8
Robust Science Labs to synthesize learning	K-8	
Project-Based Learning to drive student passion and choice		K-8
Small Group Instruction for targeted learning	K-8	
Tutoring sessions for supplemental learning opportunities		K-8
Summer School for accelerated student pathways and make-up coursework		K-8
Outdoor Classrooms for enhanced learning opportunities		K-8

[Click HERE for the link](#) to the full document

# Social and Emotional

## **Identification of Impacted Students**

The Panorama survey was given to students in grades 3-8. The questions were focused on the following six areas; challenging feelings, emotion regulation, positive feelings, self-management, social awareness, and supportive relationships. Students were asked to reflect on their own self-perception and answer the questions based on a scale of 1 to 5 where 1 was least favorable and 5 was most favorable.

We gave the opportunity for 364 students to take the Panorama survey. Of those 364 students, we had 340 responses.

The first step in looking for students that would benefit from targeted intervention was to find students who rated themselves at a 2.9 or below in any of the six areas of focus. This would be a 2.9 out of a possible 5, so those who rated themselves as least favorable. This threshold yielded a pool of 151 students.

Special and specific consideration will be given to students on 504 plans or in need of other relevant intervention services

## **Approaches to support impacted students**

When using a multi-tiered system of support, Tier 1 will be offered programming that is designed for the whole community, Tier 2 will be offered small group intervention, and Tier 3 will be offered a 1:1 type of support. These 151 students are part of Tier 2 and 3 supports during the first trimester of the 2021-2022 school year with an evaluation of effectiveness and adjustments made subsequently.

Menlo Park Academy will contact the families of the focus students to illustrate options for intervention. Interventions will be based on the SEL need.

Menlo Park Academy is exploring options to offer summer SEL sessions from July 19th through August 13th, 2021. In addition, MPA will enrich the upcoming school year student experience with a host of blanket approaches (see figure B) to ensure all students receive support in their return to school.

The approaches to support impacted students may vary depending on willingness or ability to participate. The order of preferable services is as follows;

1. The approaches to support impacted students may vary depending on willingness or ability to participate. The order of preferable services is as follows;

2. In-person and targeted support for focus students with a teacher but if that cannot happen...
3. Remote and synchronous targeted support for focus student with a teacher but if that cannot happen...
4. Remote and asynchronous targeted support for focus students with suggested virtual programming tools.

### **Budget, Major Players, and Timeline**

As seen below in figure A, the budget for the varying academic approaches to impacted and all students is estimated between \$208,000/year to \$985,500/year. The major players are relevant players are teachers, students, relevant program offerings, and other potential partners.

### **Alignment to School Plans**

Although most of the interventions will be inherently integrated into yearlong instruction, some services will carry through the summer and to years beyond. The effectiveness of interventions will be revisited by trimester and adjusted as needed. The following are examples of resources that can be utilized for social-emotional approaches to support impacted students;

Menlo Summer Camp Programs for learning and socialization	K-8
PBIS System to guide classroom management	K-8
SEL instruction; large group, small group and individual to support SEL needs	K-8
Production Studio Materials and Resources to build community and student engagement	K-8
Stem Computer Lab Machines to enrich student experiences	6-8
Stem Computer Lab Software Licenses to support the technology	6-8
Maker Space/Discovery Lab Materials to build outlets for student creativity	K-8
Parent Facilitated Electives to discover new interests and build community	6-8
Student Internship Programs to build student interests and authenticity	6-8
Faculty and Parent Based Groups for community building, org health and well being	K-8
MPA House Program to create a sense of family and belonging across grade levels	K-8
Robust Club Opportunities to ensure social interactions and build community	K-8

College Readiness Programs to prepare students for the future	6-8
Wrap Around Services to meet student and family needs	K-8
Enriching Experiences to enhance overall student life	K-8
Outdoor Recreational Space to create dynamic play opportunities	K-8
Activities and Events to build community and student life	K-8
Intercession Service Opportunities to foster a sense of giving back and growing the self	K-8

[Click HERE for the link](#) to the full document