



# COLUMBUS HUMANITIES ARTS & TECHNOLOGY ACADEMY

## Learning Recovery and Extended Learning Plan

District Name:	Columbus Humanities, Arts and Technology Academy
District Address:	1333 Morse Rd., Columbus, OH 43229
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District IRN:	000553

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 had two options to continue their learning from home. Teachers provided carefully-curated paper packets to students to cover the remaining standards. Additionally, students were offered school-issued chrome books to use from home to participate in online learning we offered through Canvas. Communication to families and students was constant to ensure not only the continued education for our students, as well as technical support for online learning, 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 how to best educate our students in the 2020-2021 school year. As a result of this thoughtful planning, Columbus Humanities, Arts and Technology 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, comfort with the current COVID-19 status in our community, their ability or interest in facilitating learning at home, and many other essential factors. Families were asked to choose before starting 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. If the school's health conditions changed or the Governor enacted a closure order, all students could immediately pivot to full-time at-home option.

### Option 1: Traditional/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 occur in the building these days. Based on the student's grade level, their educational needs, and the teacher's discretion, additional work may be sent home for extra 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 students' and staff's safety are followed daily and monitored by the Regional Vice President.



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## **Option 2: Hybrid learning**

Students come to the school building twice a week on Tuesdays and Thursdays. Students then learn from home using the AMP curriculum (via Canvas) on Mondays, Wednesdays, and Fridays. 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 occur in the building these days. Based on the student's grade level, educational needs, teachers may send additional work home for practice or enrichment. Students with Special Education needs receive these services as specified in their IEP during their time in the school building and receive these services via their online Canvas classroom on-at-home learning days. 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 students' and staff's safety 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 from the school if needed based on participation and eligibility guidelines. Teachers facilitate standards-based instruction using ACCEL's AMP curriculum, 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 and create their own formative and summative measures. As defined by the school's instructional schedule, opportunities to engage in special subjects and electives such as Art, Technology, Music, or PE are also offered to virtual students through Canvas. Each day's instruction is a mix of teacher-led, synchronous sessions and student-led practice activities. CHATA set expectations 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 education at home. A mix of online learning requires a computer and other offline activities that require solving math problems, collaborating with peers, exercising, etc.

Students with Special Education needs receive these services as specified in their IEP virtually within Canvas, our learning management platform. The Big Blue Button and Zoom feature inside our closed Canvas platform are 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. Our Title I and ELL teachers also use the same features. 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 a 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 decision allowed all students in the same grade or course to receive education around the same sequence of standards for approximately the same amount of time. This coordination also allowed for seamless integration for students who need to change



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from one modality to another due to extenuating circumstances. Additionally, it allowed regular assessment data in all three modalities to determine student supports throughout the RtI process.

While maximizing educational options for families, the school minimized the risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health departments and 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 students' emotional well-being 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-8. The i-Ready, given in the fall, winter, and spring to all students, regardless of their modality, allows us to measure our students' academic growth in mathematics and reading. Reports within the i-Ready enable us to see which students are on track to meet grade-level goals, exceed the expected growth pace, and not meet the growth targets. This crucial information forms the basis for the supports we provide students.

Reading Improvement and Monitoring Plans (RIMPs) were also written by the school for students in grades K-3 who were identified as not on grade level. We used student data such as running records, KRA, reading and mathematics diagnostic measures, and bi-weekly short cycle assessments to identify students' specific needs and create a plan to ensure individualized interventions were utilized to address their learning gaps.

#### Summer 2021

During the summer months of instruction, we will continue to utilize the i-Ready comprehensive assessment system and teacher-created assessments for students in grades K-8 who choose to attend our summer sessions.

#### 2021-2022

We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. For students enrolled at the school last year, we will have two years' worth of data to identify students' learning needs and put structures and programs to support those academic needs.

We will continue to monitor student learning needs and growth using the available assessment data. CHATA will continue using RIMPs to track student learning needs, development and to plan further interventions. Additionally, Title I reading and mathematics assistance will be provided to students who exhibit continued learning deficits.

With the easing of restrictions related to COVID-19, we will re-establish two forms of after-school tutoring for students: we will provide academic tutoring in Reading and Math for students with demonstrated learning needs in these subjects; we will also create Title IV clubs, based on student areas of interest (such as creative writing, newspaper, and coding).

#### 2022-2023

Student data from the previous years will guide appropriate academic interventions and needs in areas specific to the apparent areas of continued deficit. The use of Title I reading and mathematics interventions will be available to students with noticeable persistent deficits. Students' diagnostic assessments in i-Ready, running records, and Ohio State Tests will provide data to determine the next steps in individual student learning goals.



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	<p>CHATA will continue to offer after-school tutoring in Reading and Math to students in Grades 3-8. Tutoring teachers will plan and collaborate with grade-level teams to provide programmed instruction targeting areas of deficits. We will also continue to offer Clubs on high-interest topics for students.</p>
<p><b>Approaches to Support Impacted Students</b></p>	<p><b>Spring 2021</b> Students at CHATA exhibiting deficits due in part to the pandemic are currently placed within the RtI process. Differentiation in the classroom, including small group instruction, is utilized to determine specific deficits and provide targeted remediation. Students with previously-identified needs receive ESL, Title I, and Special Education services (as appropriate).</p> <p><b>Summer 2021</b> Students with deficits due to the pandemic that cannot be remediated during the spring of 2021 are welcome to attend our summer session, which includes tutoring in small groups, targeting specific areas in reading and mathematics. These sessions provide intensive remediation for students who have not been successful with the RtI process or need additional support in a small and inclusive setting.</p> <p>During the summer, the administrative team will develop a detailed plan for establishing transitional classes in Grades K-3. These classes will include small-group learning and intensive instruction and remediation for students who have demonstrated significant reading and math learning needs.</p> <p><b>2021-2022</b> Students with identified needs entering the school during the 2021-2022 school year will be given RIMPs, individual plans specifically targeting identified deficits, along with specific interventions in reading.</p> <p>Transitional classes will begin for Grades K-3, for students who have not met their grade-level benchmarks, according to diagnostic assessments, bi-weekly short-cycle assessments, and teacher observation.</p> <p><b>2022-2023</b> Continued use of RIMPs for students with demonstrated deficits in reading. Continued use of the RtI process for struggling students and ESL, Title I, and Special Education services.</p> <p>Continued use of transitional classes for learners with identified deficits in Reading and Math.</p>
<p><b>Professional Learning Needs</b></p>	<p><b>Spring 2021</b> During the spring of 2021, staff will receive professional development in new instructional practices associated with the new curriculum. This professional development includes data analysis training regarding the diagnostic assessment features we will utilize to identify student learning deficits, the learning resources necessary for student remediation, and identifying students who may benefit from summer learning programs.</p> <p><b>Summer 2021</b> Teachers will receive professional development training on various topics during our regularly-scheduled staff preservice days, such as using iReady data to identify students' areas of need, inform instructional practices, and create standards-based bi-weekly assessments to measure students' learning.</p> <p><b>2021-2022</b> As a whole staff, we will focus on improving reading and writing in the content areas across all grade levels. Staff will receive professional development in writing, vocabulary, comprehension, and phonics, all presented in and across multiple disciplines.</p> <p>Teaching/grade-level teams will work together (and work with members of the ESL, Title I, and Special Education team) to plan instruction and teaching strategies that will best meet students' needs using</p>



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	<p>data from last year. Our Specials team will meet to plan how to integrate more reading and writing opportunities into their courses.</p> <p><b>2022-2023</b> Professional development for the 2022-23 school year will organically evolve from the professional development practices which began during the 2021-2022 school year. Staff members will be encouraged to explore additional professional development opportunities within their content area, which will support student learning within the scope of the school's mission and vision and the students' immediate needs.</p>
<b>Partnerships</b>	<p><b>Spring 2021</b> CHATA will continue its partnership with Youth Advocate Program (NYAP). The trained mental health providers and therapists at NYAP provide our students with counseling and advocate for each family's services needed throughout the school year. We will continue our partnership with Community Refugee &amp; Immigration Services (CRIS). This non-profit organization serves the refugee and immigrant populations in Central Ohio to ensure that our families receive programs and services they need (such as translation services, family services, employment services, etc.).</p> <p><b>Summer 2021</b> With the easing of restrictions related to COVID-19, we will work this summer to find additional partnerships within our community to help serve our students' and families' social, emotional, and tangible needs.</p> <p><b>2021-2022</b> We will work with our community connections to procure partnerships across the north-side of Columbus, continuing to strive to provide much-needed services and programs to our students and their families.</p> <p><b>2022-2023</b> With our community partners, establish community service projects for our students to participate in, focusing on giving back to our school community.</p>
<b>Alignment</b>	<p><b>Spring 2021</b> These academic plans are directly aligned with our school mission and vision and our school learning plans.</p> <p><b>Summer 2021</b> These academic plans are directly aligned with our school mission and vision and our school learning plans.</p> <p><b>2021-2022</b> These academic plans are directly aligned with our school mission and vision and our school learning plans.</p> <p><b>2022-2023</b> These academic plans are directly aligned with our school mission and vision and our school learning plans.</p>
<b>Resources and Budget</b>	<p>We will hire additional staff members to allow us to attain our goals as stated above, such as teachers for transitional classes and additional instructional aides. We will also purchase additional supplemental curricular materials to address the variety of student learning needs.</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</p>





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	<p>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. \$800,000</p>
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## Approaches to Identify and Address Students' Social & Emotional Needs

<b>Identifying Impacted Students</b>	<p><b>Spring 2021</b>            Homeroom teachers conduct a daily social-emotional check with students as part of their morning meeting. Teachers then record the social-emotional status of each student in the PBISrewards.com system. Teachers indicate whether each student is at no risk (green), medium risk (yellow), or high risk (red). For each marked high-risk student, an automated message is sent to the BIS and school counselor. That team then meets with those students to assess and assist with their high-risk emotional status. PBISrewards.com tracks and creates a SEL history for each student. The administration can then look at each student's history and determine if their high-risk SEL status is either acute or chronic to craft interventions and check-ins to help those students.</p> <p>Staff meets regularly with building administration to discuss student welfare and needs, both academic and social/emotional. Students with identified needs are referred to the National Youth Advocate Program (NYAP) for general intake and counseling. Staff and administration provide individual counseling where social-emotional needs are identified, and behavioral interventions are planned as a team.</p> <p>When a student is identified, all members of the school community work to assist the student by providing supports such as check-ins with a trusted staff member; Regular conversations and communications with family ensure they are included in the life of their child while at school and seek their unique perspectives in developing plans for their child.</p>
	<p><b>Summer 2021</b>            During the summer months, student wellness checks will be scheduled with those families whose students exhibited acute social/emotional issues during the school year. These wellness checks will include a phone call, email, and home visit to assist the student and family as needed. NYAP will also be available this summer to provide multiple and varied supports to our students and families. SEL data collected during the school year will allow the administration to determine students who would benefit from periodic SEL checks during the summer.</p>
	<p><b>2021-2022</b>            During the 2021-22 school year, we will be improving our SEL check program. Our goal is 100% staff participation in the program.</p>
	<p><b>2022-2023</b>            During the 2022-2023 school year, SEL checks will expand past the initial homeroom period each morning. They will be expanded to include changes in a student's emotional state during the school day so that help can be given throughout the school day and establish patterns and antecedents.</p>
<b>Approaches for Impacted Students</b>	<p><b>Spring 2021</b>            Students continue to receive social and emotional supports through our NYAP healthcare provider.</p>



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	<p>Staff and administration work in conjunction with our NYAP provider to discuss students' needs and provide supports and interventions. Students will also have daily morning meetings where significant social issues and SEL topics are addressed.</p> <p>The school counselor started the ROX (Ruling Our Experiences) program for 6<sup>th</sup>-grade girls. This program empowers and mentors girls.</p> <p><b>Summer 2021</b> During the summer months, students will have access to NYAP healthcare services in counseling and therapy. Students will be able to continue their treatment without changing providers. Families and community members can also refer students for these services during the summer holiday.</p> <p>The administration will examine the efficacy of expanding the ROX program to more grades into the next school year with the school counselor.</p> <p><b>2021-2022</b> NYAP will return during the 2021-2022 academic school year. Our mental health providers will continue to provide quality care to our students. With our school counselor's assistance, the Second Step SEL curriculum will be used in classrooms as part of their daily morning meeting.</p> <p><b>2022-2023</b> Under our administrative team's direction, greater attention will be placed upon resources for our students and professional development for our staff to ensure the learning community supports our struggling students. This strategy will include resources available to our families and members of the community.</p>
<p><b>Professional Learning Needs</b></p>	<p><b>Spring 2021</b> During professional development, staff reviewed the protocols and needs for conducting morning meetings and SEL checks. Teachers shared morning meeting topics and activities.</p> <p><b>Summer 2021</b> Train new ROX facilitators as needed.</p> <p><b>2021-2022</b> Staff will need to be trained/retrained in CPI to assist students who are struggling socially and emotionally. This training provided staff with the ability to identify struggling students and support students who challenge their behaviors based upon their internal struggle.</p> <p><b>2022-2023</b> Train new staff in our SEL protocols and second-step curriculum. Also, new staff will be trained in CPI de-escalation techniques.</p>
<p><b>Partnerships</b></p>	<p><b>Spring 2021</b> During the 2020-2021 school year, we partnered with the National Youth Advocate Program (NYAP). The trained mental health providers and therapists at NYAP provided our students with counseling and group therapy sessions throughout the school year.</p> <p>The school partnered with PBIS Rewards and created positive behavioral supports, SEL checks, and a discipline referral program. This support provides a one-stop database for behavior and emotional data for every student.</p> <p><b>Summer 2021</b> NYAP will be providing services to our families this summer via locations around Central Columbus. This partnership will ensure students have access to emotional and psychological services throughout the summer months.</p> <p><b>2021-2022</b> NYAP will return during the 2021-2022 academic school year. Our healthcare providers will continue</p>



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	<p>to provide quality care to our students. Additionally, we will be hiring a school counselor who will be available to provide social-emotional learning in all classrooms as part of the curriculum. This individual will also work in conjunction with staff, administration, and NYAP to ensure student's needs are being addressed.</p>
<p><b>Alignment</b></p>	<p><b>2022-2023</b>          NYAP will return during the 2022-2023 academic school year. Our healthcare providers will continue to provide quality care to our students. Additionally, we will be hiring a school counselor who will be available to provide social-emotional learning in all classrooms as part of the curriculum. This individual will also work in conjunction with staff, administration, and NYAP to ensure student's needs are being addressed.</p> <p><b>Spring 2021</b>          These academic plans are directly aligned with our school mission and vision and our school Wellness plans.</p> <p><b>Summer 2021</b>          These academic plans are directly aligned with our school mission and vision and our school Wellness plans.</p> <p><b>2021-2022</b>          These academic plans are directly aligned with our school mission and vision and our school Wellness plans.</p> <p><b>2022-2023</b>          These academic plans are directly aligned with our school mission and vision and our school Wellness plans.</p>
<p><b>Resources and Budget</b></p>	<p>The PBIS rewards platform is renewed on an annual basis, and funds are budgeted for this. The school also pays for treatment for any student enrolled in NYAP but did not qualify for Medicaid.</p> <p>Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$125,000</p>