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| District Name:  | Focus Learning Academy of Southwestern Columbus |
| District Address: | 190 Southwood Avenue |
| District Contact: | Columbus, OH 43207 |
| District IRN: | #142927 |

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# **Impacted Students: How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?**

The Focus program is a Drop Out Prevention and Recovery High School (DOPR) targeting “at risk” students. As a dropout prevention and recovery school then, Focus deals with students who are at risk and are the most vulnerable by definition. Our students are already identified as at least a year behind their academic cohort, they have already “dropped out”, and they have already proven that they could not adjust to a traditional school setting, many already face poverty, abuse, and neglect and most have temporarily disengaged from the educational community.

Compromising the educational progress even further are the students who have completely removed themselves from the educational community; i.e., those who suffer from mental health issues, those who fear the world due to COVID, those who have simply given up, those who lost hope due to lockdown,

Armed with the aforementioned information, Focus will concentrate efforts on those students who are at an even higher vulnerability risk than the Focus general education population of the DOPR school, those student being the Intervention Students (EC), the English Learners (EL) and our Tier III students.

* **Needs Assessment: How will schools and districts identify the needs of those students?**

The needs of students will be identified though gap analysis, STAR testing, teacher observation, assessment data, State test scores including OELPA data, prior educational records, attendance data, percentage of completed work assignments, IEP data, MTSS data, discipline data including historical data, input from parents and survey data .

Once the student is assessed through the STAR assessment upon enrolling, the Academic Team will develop the graduation plan with the student, including if they are Tier I, Tier II or Tier III.

Diagnostic assessments will be given 2 times over the course of the traditional school year. (Fall, Spring)

The Ohio English Language Proficiency Screener will be used to determine EL implementation at the beginning and the end of the year.

Any survey data along with the teacher assessment, discipline data and family input will be used to determine the needs of the students as well.

Spring AIR data along with Alternate Assessment and OELPA scores will be reviewed to determine gaps for the upcoming year in terms of Tier instruction and will be used as a piece of information to determine student goals and needs for the upcoming school year.

Examination and evaluation of where we actually are at this point in time, at this point in the pandemic timeline, led us to begin the further development and implementation a strong Response to Intervention (RTI) Literacy Initiative in the last few months of 2021 school year so that a Math and Literacy Bridge program can begin, in the summer months and on into the 2021-2022 school year.

Response to Intervention is a practice of providing high quality instruction and interventions that are matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions. RTI will be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by student outcome data. Response to Intervention practices will be used most frequently to document and monitor the progress of general education students, to serve as an indicator of the need for early intervention, and to inform the development and evaluation of interventions. RTI is used with academic and behavioral support, educational evaluations, services and supports, including scientifically based literacy instruction.

# **Resources and Budget: What resources are available to address those needs? Generally, what is the budget for the plan?**

Ongoing Professional Development is being planned throughout the end of this school year which includes the use of curriculum supports such as: Quizlet, Nearpod, Flipgrid, Kahoot, Padlet, Workwall, Quill, Digital Notebooks, Go Formative. No additional cost will be incurred as the PD Coordinator is also the onsite Curriculum Director and the curriculum supports are free of charge.

Using the STAR assessment, we will get a baseline of each student’s present level of performance. The STAR test is adaptive in that the answers given by the student creates an adaptive change in the question that follows, raising the expectation or lowering the expectation, depending on the student’s level of answer. This gives a baseline of where the student is currently performing. No cost is involved in this as it is a requirement from ODE for DOPR schools.

Focus will be hiring 2 part-time, hourly teachers to manage the Math and Literacy Bridge Program during the summer. A certified math teacher and a certified language arts teacher will work to improve the math literacy and English literacy of our students most in need.

The budget for the summer Math and Literacy Bridge Program is 1800$ which has been donated by the Board of Directors.

The school anticipates the initial costs over current budget to be approximately:

***Budget: Summer Math and Literacy Bridge Program Pilot***

Summer School Teaching and Administrative Extended Time (salaries)  - $1800

Curriculum Materials for Literacy Emphasis - $2,000

Student Transportation (purchased services/passes) - $500.

***Budget: 2021-2022 Math and Literacy Bridge Program***

Literacy Teacher: $47,200

Curriculum Materials for Literacy Emphasis - $2,000

# **Approaches: What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring, and remote options.)**

* + Summer School Math and Reading Literacy Bridge with a Reading focus is currently being finalized for the summer of 2021. The program will be offered for approximately 6 weeks and will target academic shortcomings created by or exacerbated by the pandemic
	+ One on one tutoring with all certified teachers
	+ Developing a Math and Reading Literacy Bridge for the 2021-2022 school year.
	+ Classroom and non-classroom based hands on activities to support hands on and project based learning strategies
	+ Additional hours throughout the school year may be an option if the need increases
	+ Literacy Nights have been proposed to determine if students/parents would consider attending hours other than weekdays..
	+ Virtual Math and Reading Literacy Bridge programming is being planned as a supplement to the face to face Bridge sessions.
	+ Academic Enrichment activities will continue to be utilized and assigned such as:
* Specified, nontraditional course with teacher referral
* Project based learning opportunity
* Field Trips
* Electronic Letters to the Editor
* On Line Portfolio
* Model of On Line Etiquette
* Email to State Representatives
* Researching topics
* (Ex- track down the birth certificate of a famous person)
* Science Fair Style Presentations
* Power Point Development
* Power Point Presentation
* On Line Calendars/Organizers
* Filming of presentations
* Filming of shared knowledge
* Photography projects
* Writing children's books
* Literary Magazines

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# **Partnerships: Which local and regional partners (such as Educational Service Centers, Information Technology Centers, libraries, museums, after-school programs, or civic organizations) can schools and districts engage in supporting student needs**?

-Focus Learning Academy of Southeastern Columbus (School and Board of Directors)

-Focus Learning Academy of Southwestern Columbus (School and Board of Directors)

-Community Refugee and Immigration Services

-National Youth Advocacy Program (NYAP)

-Legal Aide Society

-Southside Settlement Group

-North Central Counseling Center

-First Church

-Legacy U

# **Alignment: How can this plan reinforce and align to other district or school plans? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.**

 All of the Focus plans, Student Wellness, School Improvement, Ohio Improvement Process, Remote Learning Plan, Hybrid Learning Plan, Graduation Initiative, CCIP and the Strategic Plan have a central theme of improving literacy in a variety of ways..

1. Student Wellness- plans revolve around mental health needs, legal initiatives, physical activity initiatives healthy life choices etc. which all remove barriers to achieving literacy. If barriers such as post-traumatic stress disorder caused by physical abuse are prominent in the student, the action of learning cannot even begin. Mental health identification and follow up counseling can eliminate or reduce that barrier so literacy achievement can begin. If a student has pending legal issues which preclude that student from comfortably engaging in social activity such as attending school regularly, legal advice and assistance can remove that barrier so that becoming literate can be a priority. Those two examples of show how the plans complement each other and lead the student to success.
2. Remote Learning and Hybrid Learning Plans-Both plans sought improved literacy through Google Classroom activities and literacy in all subject areas was paramount for successful completion of the course work. The plans aforementioned also brought resources to the table to increase literacy. Examples of those resources include: Quizlet, Nearpod, Flipgrid, Kahoot, Padlet, Workwall, Quill, Digital Notebooks, Go Formative- to mention a few.
3. Comprehensive Continuous Improvement Plan goals include: #1) 50% of students who take the NWEA fall test will meet or exceed their projected goal score on the NWEA spring reading assessment. #2) 50% of students who take the NWEA fall test will meet or exceed their projected goal score on the NWEA spring math assessment. These two goals align precisely with our Math and Reading Literacy Bridge plans for the summer and the 2021-2022 school year.
4. Graduation plans are individual plans with the sole intended purpose of delineating the course path that the student will take to complete all graduation requirements. In order to accomplish the task of obtaining a diploma, each student must improve literacy in math and reading and we are confident that embarking on a strong foundation of literacy as proposed in our Math/Literacy Bridge Program will absolutely support our graduation efforts.