



Safe Return to In-Person Learning Instruction and Continuity of Services Plan

District Name:	South Columbus Preparatory Academy at German Village
District Address:	387 East Beck Street Columbus, Ohio 43206
District Contact:	Jarod Hawk
District IRN:	016829

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 standards not covered during classroom instruction. Communication to families and students was constant to ensure continued student learning and to monitor the well-being and support of 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, South Columbus Preparatory Academy offered three learning options for families. The chosen option would be 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 first semester. But, 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 changed, or the Governor enacted a closure order, all students were able to pivot to at home learning immediately.

During the 2021-2022 school year, the arrival of the Delta and Omicron variants of COVID-19 made it clear that the pandemic would continue to impact students across the nation. As a result, we again adjusted strategies and methods to meet the needs of our students and families while complying with the updated Ohio statutes. As of January 2022, we will be offering three options that vary slightly from the options previously provided. Option 1: Full Time in School learning, which continues to be the most desired and academically advantageous opportunity for most students. Option 2: Full Time at Home allows students to continue their schooling full-time, at home. Option 3: Emergency Contingency strategy provides an emergency strategy to allow building leaders to respond to significant upswings in student and/or staff infection rates. In all options, we strive to meet and exceed the needs and expectations of our students, families and staff.

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 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. Before or after school student clubs, activities, tutoring and events will continue as allowable by state and local ordinances.

While maximizing educational options for families, the school will minimize risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health officials. Mitigation efforts may include facial coverings, health monitoring, cleaning, and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration will be 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.

Option 2: Full Time at Home

Students learn from home every day school is in session as delineated in the school's Board approved calendar. Students are provided a Chromebook and internet reimbursement if needed based on participation and eligibility guidelines. Designated on-line teachers facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers modify activities within each lesson to provide additional practice opportunities, an alternative approach using programs such as iXL, iReady and other programs to differentiate for student learning needs around a given standard. Student growth is assessed within the virtual curriculum by the on-line teacher. Students learning full time at home will also have access to a variety of optional independent learning quest courses as well as live sessions focused on STEM, PE art and Spanish. Each day's instruction is a mix of teacher-led, synchronous sessions and student-led practice activities. Families are provided with guidance on how 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, reading texts, exercising, etc.

Students with Special Education needs will receive these services as specified in their IEP virtually from specialists located at their home (brick and mortar) school. . 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 also used by our Title I teachers and those who 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.

Students engaged in the Full Time at Home option may choose to attend before or after school clubs, activities and events, however they will be required to comply with the COVID-19 mitigation strategies that are implemented at our school under the guidance of National, State and local health officials. Students who choose this option may decide to return to in-person learning when they feel ready, however they will be required to comply with the COVID-19 mitigation strategies that are implemented at our school under the guidance of National, State and local health officials.

Option 3: Emergency contingency plan

At our school, we know that it is important to be prepared in the event that a new or current COVID-19 variant reduces the opportunity for in-person learning. Examples of this type of event could include a staff shortage due to illness, cleaning recommendations, an increase in student infection rates or other unforeseen circumstances. If needed, the leadership team at our school is prepared to move all learning to a fully virtual education program. This would require that all students and staff utilize the Canvas learning platform through the school-provided computer devices. Learning during this emergency scenario would include a mix of synchronous, asynchronous, and student-led exploration activities. Attendance would be tracked via the online platform. Student engagement and work expectations would remain as consistent as possible to maintain the authenticity of the learning environment and compliance with Board adopted policies and calendars. Children receiving IEP and other specialized services would continue to receive these services virtually, as required by the state of Ohio. In the event that this emergency contingency plan is necessary, clear and consistent communication with all families will be necessary through all media and print channels.

Attendance Tracking & Documentation:

While a student is utilizing online/at-home learning the School will document the hours the student spends engaged in online/at-home learning and will ensure that the documentation meets the expectations outlined in the FTE manual for documenting non-classroom-based learning opportunities.

When using synchronous remote learning (Option 2 and 3 above) teachers will log student attendance. When using asynchronous remote learning (Options 2 and 3 above), teachers will use evidence of participation to track attendance. Depending on the particular learning activity, evidence of participation may be determined by learning management system log-ins, completion of assignments, and/or interaction with the teacher via messages, emails calls, video, or other modalities. Student participation will be maintained on ODE’s Alternative Learning Opportunity Documentation Log or on a similar template requiring teacher/staff signature. Documentation will include at least these elements:

- a. Student SSID
- b. Brief description of learning opportunities, for example, class or course information
- c. Dates and times of actual learning opportunities
- d. Total of verified learning opportunities time
- e. Teacher certification of the reported learning opportunities

In addition, utilizing options 1, 2 and 3 will not alter the 2021-2022 school calendar or learning time (more than 920 hours) approved by the board of directors. The 2021-2022 calendar was approved by the board in accordance with state legislation, school type and grades of students served.

Identifying and Meeting Students’ Academic Needs

Identifying Impacted Students	<p>Spring 2021 For the 2020-2021 school year, we utilized 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, 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 crucial information forms the basis for the supports we provide students. SCPA at German Village also uses the following data monitoring supports/tools to measure growth and progress:</p> <ol style="list-style-type: none"> 1) Developmental Reading Assessment-DRA (Given 3 times per year)- The DRA is a tool used to measure a child’s reading capabilities. This tool allows teachers to see the reading level, accuracy, fluency, and comprehension level of a student. 2) RTI Process- SCPA GV will continue to utilize a robust RTI process and RTI groups will occur
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- daily. OST data, iReady, Scrimmages, and Direct Instruction Placements tests will be used to create RTI groups.
- 3) Bi-weekly Scrimmages/Short Cycle Assessments (Standards based)- These assessments are standards based and mirror what is expected on the OST. Teachers are able to use these rigorous assessments to guide their instruction.
 - 4) KRA- Kindergarten Readiness Assessment- At the beginning of the year, Kindergartners will take an assessment that focuses on the following areas: Social Foundations, Mathematics, Language and Literacy, and Physical Well-being and Motor Development.
 - 5) Monthly Mock Assessments- Students will take a Monthly Mock Assessment that will assess students based off of the standards learned so far that month. Teachers will align Monthly Mock Assessments with the OST and the state standards.
 - 6) Daily Exit Tickets- Daily Exit Tickets will be created based off of the learning objective/standard taught that day. Teachers will then have specific “look fors” and these results will guide their instructional decisions the following day.
 - 7) Daily ERQs (Extended Response Questions)- Students will start each lesson with an ERQ aligned to the standards and the OST. Students will then use a graphic organizer to organize thoughts before answering the question. Rubrics will be used to then grade each ERQ and help identify students in need of remediation.

Summer 2021

iReady Diagnostic Assessments and Learning Plans- Students took the iReady Diagnostic at the beginning of the Summer. From here, iReady created a tailored learning plan for each student. Teachers then assigned specific lessons daily that align to the learning needs of each student.

Developmental Reading Assessment- The DRA is a tool used to measure a child’s reading capabilities. This tool allows teachers to see the reading level, accuracy, fluency, and comprehension level of a student. Weekly Scrimmages/Short Cycle Assessments (Standards based)

Daily Exit Tickets- Daily Exit Tickets were created based off of the learning objective/standard taught that day. Teachers then had specific “look fors” and these results will guide their instructional decisions the following day.

Daily ERQs (Extended Response Questions)- Students started each lesson with an ERQ aligned to the standards and the OST. Students then used a graphic organizer to organize thoughts before answering the question. Rubrics were used to then grade each ERQ and help identify students in need of remediation.

RTI Process- SCPA GV continued to utilize a robust RTI process and RTI groups occurred daily. OST data, iReady, Scrimmages, and Direct Instruction Placements tests were used to create RTI groups.

2021-2022

We will continue to use the iReady comprehensive assessment system for our students in grades K-8. (Adding 8th grade in 21-22) We will have one solid year 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.

Scrimmages/Short Cycle assessments – Students will be given assessments once every two weeks based on the standards they covered during that two week period for the months of August, September, October, January and February. Students will be given assessments once every week for the months of November, December and March, based on the standards that they learned that week. This data will be used to determine if the standards need to be retaught or enriched, or if the class can move to the next standard.

Monthly Mock Assessments- Students will take a Monthly Mock Assessment that will assess students based off of the standards learned so far that month. Teachers will align Monthly Mock Assessments with the OST and the state standards.

RTI Process- SCPA GV will continue to utilize a robust RTI process and RTI groups will occur daily.

	<p>OST data, iReady, Scrimmages, and Direct Instruction Placements tests will be used to create RTI groups.</p> <p>Third Grade Reading Guarantee data- This data will be analyzed, and trends will be noted. This information will then guide instruction in the classroom. Strong scaffolds and ELA focused supports will be put in place to support each student who is in need of remediation.</p> <p>Prior year OST data- OST from the previous year will be used to guide instruction. This data will also be used to create RTI groups at the beginning of the year.</p> <p>2022-2023</p> <p>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 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>Scrimmages/Short Cycle assessments – Students will be given assessments once every two weeks based on the standards they covered during that two week period for the months of August, September, October, January and February. Students will be given assessments once every week for the months of November, December and March, based on the standards that they learned that week. This data will be used to determine if the standards need to be retaught or enriched, or if the class can move to the next standard.</p> <p>Monthly Mock Assessments- Students will take a Monthly Mock Assessment that will assess students based off of the standards learned so far that month. Teachers will align Monthly Mock Assessments with the OST and the state standards.</p> <p>RTI Process- SCPA GV will continue to utilize a robust RTI process and RTI groups will occur daily. OST data, iReady, Scrimmages, and Direct Instruction Placements tests will be used to create RTI groups.</p> <p>Third Grade Reading Guarantee data- This data will be analyzed, and trends will be noted. This information will then guide instruction in the classroom. Strong scaffolds and ELA focused supports will be put in place to support each student who is in need of remediation.</p> <p>Prior year OST data- OST from the previous year will be used to guide instruction. This data will also be used to create RTI groups at the beginning of the year.</p>
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021</p> <p>Daily RTI Groups with weekly Mastery Tests (ELA- Decoding & Comprehension, Math- Foundational Skills)- RTI groups are created based off of iReady and Scrimmages along with Direct Instruction Placement tests. From here, students will be in small groups learning at their exact level.</p> <p>Small group Remediation (Focus ELA and Math *5th Science)- Small groups have been created based off of iReady data, District Mock data, and Scrimmage data. These groups occur daily on campus.</p> <p>After School Tutoring- Daily Tutoring is in place for students who need additional Remediation (ELA, Math, and 5th & 8th Science</p> <p>Summer School- Summer School planning will be a focus as the school measures academic growth and progress this year.</p> <p>Daily Intervention Block- An additional block of time (45 minutes) is in place to pull additional small groups of students. The focus during this block is ELA and Math for students. Students who do not master the skill/standard taught that day are pulled into small groups that day. A re-teach is put into place and an Exit Ticket is then created to measure proficiency. This data is then housed in the school-wide small group tracker.</p> <p>RIMPS- All students K-3 who are not on track for Reading are placed on a RIMP. This Reading Improvement Monitoring Plan is put in place to support the specific needs of each student. These plans will be monitored and progress will be documented throughout the year.</p>

Summer 2021

Summer School- Summer School focused on students who are more than 1+ years below grade level (Reading and Math). Data Driven Instruction was put in place along with strong executed lessons. Data tracking and growth monitoring was in place to measure success. Teachers pulled from the iReady curricula along with multiple onsite supplemental curricula.

Small group Remediation (Focus ELA and Math)- Small groups were created based off of iReady data, District Mock data, and Scrimmage data.

iReady- Students took the iReady Diagnostic test at the beginning of the Summer School program. Students then had a tailored learning plan aligned to their specific learning needs. Teachers also assigned daily lessons that aligned to their learning targets/goals. Teachers used iReady lessons to assist with re-teach lessons.

2021-2022

We will continue to use the i-Ready comprehensive assessment system for our students in grades K-8. We will use ongoing Diagnostic Assessments to identify our 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.

Scrimmages/Short Cycle assessments – Students will be given assessments once every two weeks based on the standards they covered during that two week period for the months of August, September, October, January and February. Students will be given assessments once every week for the months of November, December and March, based on the standards that they learned that week. This data will be used to determine if the standards need to be retaught or enriched, or if the class can move to the next standard.

Monthly Mock Assessments- Students will take a Monthly Mock Assessment that will assess students based off of the standards learned so far that month. Teachers will align Monthly Mock Assessments with the OST and the state standards.

DRA- The DRA is a tool used to measure a child's reading capabilities. This tool allows teachers to see the reading level, accuracy, fluency, and comprehension level of a student. This tool will then assist with driving instruction in the classroom.

Daily RTI Groups with weekly Mastery Tests (ELA- Decoding & Comprehension, Math- Foundational Skills)- RTI groups are created based off of iReady and Scrimmages along with Direct Instruction Placement tests. From here, students will be in small groups learning at their exact level.

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Third Grade Reading Guarantee data- This data will be analyzed, and trends will be noted. This information will then guide instruction in the classroom. Strong scaffolds and ELA focused supports will be put in place to support each student who is in need of remediation.

Prior year OST data- OST from the previous year will be used to guide instruction. This data will also be used to create RTI groups at the beginning of the year.

After School tutoring- Daily Tutoring will be in place for students who need additional Remediation (ELA, Math, and 5th/8th Science)

Staffing Support- SCPA GV will increase Title Support by hiring additional Title Teachers for the 21-22 School Year. SCPA GV will also increase the number of Intervention Specialists depending on the SPED caseload and needs.

2022-2023

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 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.

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Staffing Support- SCPA GV will continue to increase Title Support by hiring additional Title Teachers for the 22-23 School Year. SCPA GV will also increase the number of Intervention Specialists depending on the SPED caseload and needs.

Professional Learning Needs

- Spring 2021**
- BOY (Beginning of Year) PD- 2 week summer PD
- School Vision Setting and Pillars
 - Community Building
 - Short Cycle Assessments and Data Driven Instruction
 - AMP Curriculum Training Intro
 - AMP Curriculum Lesson Unpacking and Lesson Rehearsals
 - Canvas Training (Online Learning Platform)
 - Unpacking Standards and Alignment- End in mind
 - COVID Safety
 - Instructional Vision and Academic Goals
 - Coaching Cycle and Culture of Feedback
 - Building Cultural Competence
 - Parent Communication
 - Behavior Management Vision and First 6 weeks Plan
 - Classroom Management: 101
 - Culture Camp Lessons- Unpacking and Rehearsals

- SPED Pops: 101
- RTI (Response to Intervention)
- Exemplar Classroom Expectations
- Systems and Operations
- CPR Training
- CPI Training
- Child Abuse and Neglect
- Blood Borne Pathogens

Weekly PD (Scope and Sequence created each month)

- Building Culture- Set up Culture Systems
- Observation and Feedback Systems
- Rigorous Assessments and Exemplary Responses
- Lesson Planning 101
- Small Group Intervention
- Aggressive Monitoring Part 1
- iReady Data Analysis- Deep Data Dive
- Culture of Joy (Goal Setting Pt 1)
- Aggressive Monitoring Part 2
- Short Cycle Assessments
- Student Investment
- Culture of Joy (Goals Pt 2)
- Weekly Data Meetings
- Review vs Reteach
- Data Dive- How do we get granular when it comes to our data?
- Guided Discourse and Modeling
- State of the School- Engagement, Rigor, and Alignment
- Using School-wide Data Dashboard to drive instruction
- BLITZ Model and Kickoff- Culture
- Guided Reading
- Guided Writing
- State Testing Training
- Building Momentum (BLITZ Pt 2)
- Accelerating to the finish line Pt 1 (EOY Expectations)
- Accelerating to the finish line Pt 2 (EOY Expectations)

District PD Days- 5 per year

Summer 2021

BOY (Beginning of Year) PD- 2 week summer PD

- School Vision Setting and Pillars
- Community Building
- Short Cycle Assessments and Data Driven Instruction
- AMP Curriculum Training Intro
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- Mid-Year State of the School- Engagement, Rigor, and Alignment
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Summer Specific PDs:

- Student Culture and Investment
- Closing Gaps & Priorities
- Data Driven Instruction- Revisit
- Small Group Intervention- Best Practices
- Decoding & Comprehension (Direct Instruction) Training
- Lesson Delivery- Modeling & Rehearsals
- Math Best Practices
- Horizontal and Vertical Alignment- Unpacking standards

2021-2022

BOY (Beginning of Year)

- SCPA GV Stepback: Impact of Time missed from Spring 2020 & School-wide Priorities
- School Vision Setting and Pillars
- Community Building
- Short Cycle Assessments and Data Driven Instruction

- Wheatley (Great Minds) Curriculum Training
- Eureka Math (Great Minds) Curriculum Training (Including Milestones)
- Direct Instruction/Reading Mastery (NIFDI) Training (Including Milestones)
- Canvas Training (Online Learning Platform)
- Unpacking Standards and Alignment- End in mind
- COVID Safety (Depending on CDC and Columbus Public Health) guidance
- Instructional Vision and Academic Goals
- Coaching Cycle and Culture of Feedback
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- **Any other trainings required by Sponsor

Weekly PD (Scope and Sequence created each month **Will add additional PDs depending on campus needs each week**)

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- Guided Reading
- Guided Writing
- State Testing Training
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- Accelerating to the finish line Pt 1 (EOY Expectations)
- Accelerating to the finish line Pt 2 (EOY Expectations)

2022-2023

BOY (Beginning of Year)

- SCPA GV Stepback: State of the School & Priorities (Based on Prior OST data 21-22 and IReady Diagnostic Assessments)
- School Vision Setting and Pillars
- Community Building
- Short Cycle Assessments and Data Driven Instruction
- Wheatley (Great Minds) Curriculum Training (Including Milestones)
- Eureka Math (Great Minds) Curriculum Training (Including Milestones)
- Direct Instruction/Reading Mastery (NIFDI) Training
- Canvas Training (Online Learning Platform)
- Unpacking Standards and Alignment- End in mind
- COVID Safety (Depending on CDC and Columbus Public Health) guidance
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Partnerships	Spring 2021 <ul style="list-style-type: none"> ● NYAP (National Youth Advocate Program) ● Empowering Education (Morning Meeting SEL Curriculum) ● ESC Partnership ● Seeking partnership with Ohio State University and Capital University ● German Village Community Group- Tutoring, Read Alouds ● Schumacher Place Civic Center ● Columbus Public Health ● German Village Garden Committee
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Alignment	<p>Spring 2021 – We used data points to identify who had been impacted or had an academic gap due to the shutdown. We looked for any student who was in need of further academic support and counseling services. We provided them with the support they needed for further academic and social growth. Our plan aligned with the Wellness and Success plans, remote learning plans, CCIP-related plans, Reading Improvement Plans, our Literacy Plan and compliance with our state and sponsor plans.</p> <p>Here are the following data points that were used to determine gaps and areas of need: Academics:</p> <ul style="list-style-type: none"> ● iReady EOY Diagnostic Assessment- Aligned to Ohio State Standards ● OST Scores from Fall 3rd Grade Assessments- Aligned to Ohio State Standards

- Mock Assessment Scores (Latest Mock)- Aligned to Ohio State Standards
- DRA Spring Scores- Aligned to Foundational Reading skills that are needed to master OST standards/concepts
- Scrimmage Scores (Overall PI calculated along with growth targets)
- RIMP Progress and Small Group Intervention Tracker

Culture:

- SCPA GV Culture Rubric Proficiency
- Class Dojo Tracking System
- Parent Communication Tracker
- NYAP Referral Tracker
- School-wide Discipline Tracker
- RTI School-wide Tracker (Social Emotional Support)

Summer 2021

We used data points to identify who had been impacted or had an academic gap due to the shutdown. We looked for any student who was in need of further academic support and counseling services. We provided them with the support they needed for further academic and social growth. Our plan aligned with the Wellness and Success plans, remote learning plans, CCIP-related plans, Reading Improvement Plans, our Literacy Plan and compliance with our state and sponsor plans.

Here are the following data points that were used to determine gaps and areas of need:

Academics:

- iReady EOY Diagnostic Assessment- Aligned to Ohio State Standards
- OST Scores from Spring 21 Assessments- Aligned to Ohio State Standards
- Mock Assessment Scores (Latest Mock)- Aligned to Ohio State Standards
- DRA Spring Scores- Aligned to Foundational Reading skills that are needed to master OST standards/concepts
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2021-2022

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Here are the following data points that will be used to determine gaps and areas of need:

Academics:

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- OST Scores from 20-21 Assessments- Aligned to Ohio State Standards
- Mock Assessment Scores (Latest Mock)- Aligned to Ohio State Standards
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<p>Resources and Budget</p>	<p>Resources:</p> <p>Canvas Online Platform Wheatley Curriculum Eureka Math Curriculum iReady IXL Direct Instruction Digital Boards for Interactive Lessons Robust Tailored Weekly Academic focused PD Sessions</p> <p>Areas of Need:</p> <p>Title Staff /Intervention Support Roles Full time School Counselor Full time Behavior Specialist Additional Supplemental Curricula (Wheatley and Eureka Math) PD Budget for external PDs Technology- Chromebooks, Digital Boards/Projectors, Doc Cameras, IPADS Building and grounds improvements- Building a sense of community and creating a safe and welcoming environment for students. 3rd Floor Renovation- Fully renovate the 3rd floor to accommodate additional students for SY 21-22 Student Furniture- for additional students for SY 21-22</p> <p>The Academy will coordinate the use of Title I, IIA, IV, IDEA, ESSER I, II, ARP ESSER and state funds to</p>

	<p>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 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. \$225,000</p> <p>ARP ESSER Funds will be used to prevent, prepare for, or respond to the COVID-19 pandemic. A minimum of 20% of the allocation will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions. The remaining allocation will align to the broad range of activities listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act, based on guidance that what is allowable under one of the ESSER funds is allowable under all of the ESSER funds.</p>
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Approaches to Identify and Address Students' Social & Emotional Needs

<p>Identifying Impacted Students</p>	<p>Spring 2021 – At SCPA GV, it is critical that our students feel safe and have the tools to regulate their emotions. All staff members are trained in Trauma Based Interventions and ongoing PDs have been put in place to practice how to respond to dysregulated students. Our partnership with NYAP (National Youth Advocate Program) will be an essential support each day at SCPA GV. It is on us as adults to teach the lagging skills that are observed.</p> <p>At SCPA GV, here are the tools that we use to identify students who need Social and Emotional support:</p> <ul style="list-style-type: none"> ● Class Dojo Weekly Report ● Behavior RTI Process and Tracking System ● Bi-weekly RTI Meeting ● NYAP Referral Process and Behavior Plan Monitoring ● Re-entry Meetings with documented plans/next steps ● Monitoring of BIPS (Behavior Improvement Plans) in place and supports ● Incident Reports and Discipline Matrix ● Parent Communication Log and Tracker <hr/> <p>Summer 2021 – At SCPA GV, it is critical that our students feel safe and have the tools to regulate their emotions. All staff members are trained in Trauma Based Interventions and ongoing PDs have been put in place to practice how to respond to dysregulated students. Our partnership with NYAP (National Youth Advocate Program) will be an essential support each day at SCPA GV. It is on us as adults to teach the lagging skills that are observed.</p> <p>At SCPA GV, here are the tools that we use to identify students who need Social and Emotional support:</p> <ul style="list-style-type: none"> ● Class Dojo Weekly Report ● Behavior RTI Process and Tracking System ● Bi-weekly RTI Meeting ● NYAP Referral Process and Behavior Plan Monitoring ● Re-entry Meetings with documented plans/next steps ● Monitoring of BIPS (Behavior Improvement Plans) in place and supports ● Incident Reports and Discipline Matrix ● Parent Communication Log and Tracker
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<p>Approaches for Impacted Students</p>	<p>Spring 2021 – At SCPA GV, we make sure that all of our SEL supports are tailored to the specific needs of each student. All practices on campus are Trauma informed and backed by evidence supported best practices.</p> <p>Here are some of the approaches that we use on campus to meet the SEL needs of each student:</p> <ul style="list-style-type: none"> ● Student Leadership Roles on Campus- AAA Safety Patrol Team with mentorship program in place for lower grades ● Empowering Education- Each week, SCPA GV has a SEL focus. Teachers teach key SEL skills along with activities to practice what these skills look like in class (Example: Respect, Growth Mindset) ● NYAP- Provides one-on-one counseling to students who have been referred by the school/family ● NYAP- Provides “Lunch Bunch” SEL groups daily for students in need of extra support and practice ● NYAP and Intervention Specialist- Provide Morning Meeting Restorative Circles in priority spaces ● NYAP- Providing a on-site Behavior Specialist that works with specific students under caseload

- Ongoing PDs and Weekly Culture Focus- PDs align with the weekly Culture Focus (aligned to the Culture Rubric). Staff will practice how to respond to certain situations and the connection between SCPA GV's School-wide Behavior Management System.
- Streamlined School-wide Behavior Management System with Trauma Informed practices built into system (multiple layers of support built in for students in need of more support)
- Calm down spaces with Reflection Activities built in (Sensory Kits in each classroom)
- NYAP Family Services
- Monthly Newsletter with Mental Health resources for families

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- Empowering Education- Each week, SCPA GV has a SEL focus. Teachers teach key SEL skills along with activities to practice what these skills look like in class (Example: Respect, Growth Mindset)
- Physical Education- A strong focus will be on Leadership and practicing these key skills that define leadership at SCPA GV. This space will follow the SEL scope and sequence.
- NYAP- Provides one-on-one counseling to students who have been referred by the school/family
- NYAP- Provides "Lunch Bunch" SEL groups daily for students in need of extra support and practice
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Professional Learning Needs	<p>Spring 2021 –</p> <ul style="list-style-type: none"> ● Continued PD support from NYAP: Trauma Informed Practices ● Continued support from the Columbus Public Health Department- Super Hero Therapy ● Ongoing PDs focused on School-wide Behavior Management System and connection between Trauma Informed practices ● CPI Training for new staff members ● Mandated Child Abuse Neglect Training for new staff members
	<p>Summer 2021 –</p> <ul style="list-style-type: none"> ● Continued PD support from NYAP: Trauma Informed Practices

	<ul style="list-style-type: none"> • Continued support from the Columbus Public Health Department- Super Hero Therapy • Ongoing PDs focused on School-wide Behavior Management System and connection between Trauma Informed practices • CPI Training for new staff members • Mandated Child Abuse Neglect Training for new staff members
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<p>Partnerships</p>	<p>Spring 2021</p> <ul style="list-style-type: none"> • NYAP – National Youth Advocate Program • Empowering Education • Columbus Public Health Department- Super Hero Therapy • Continuing to seek more community partnerships
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Alignment	<p>Spring 2021- Student Wellness Grant- All approaches are supported by the Student Wellness Grant. 100 % of our goals align with the approaches currently in place.</p> <p>Vision of Grant: Our overall vision for this grant is to create a program that allows for immediate support for children regarding their mental health and wellness, as well as implement programs and training that will help develop an infrastructure for our students and staff.</p> <p>Goals: Goal 1- Address our students' current social emotional challenges by offering them counseling services from a counselor or social worker. These professionals will not only be able to listen and support our students, they will be able to supply the students and their families with resources and direct them to other organizations that can assist them with further issues.</p> <p>Goal 2- Implement Programs/Clubs for our students that will address issues that they are facing personally, address issues that kids their age are facing all around the state, as well as build self-esteem and healthy habits. Our programs will be specific to Girls 4-8 and Boys 4-8.</p> <p>Goal 3- Provide a curriculum to all students K-8 that promotes healthy habits, and addresses other topic including but not limited to: developing soft skills, study habits, building self-esteem, building healthy relationships.</p> <p>Goal 4- Provide staff members with ongoing Professional Development on student health and wellness. Embedded within the Professional Development will be trauma informed practices for teachers to use in their classrooms. The purpose of this goal is to give our staff members the tools and resources to address and support students. We realize that issues will come up and need to be addressed with the students and their families when a counselor or social worker is not available due to a full schedule or lack of building funds. We want our staff to be prepared to offer the same support and feel comfortable addressing difficult issues.</p> <hr/> <p>Summer 2021- Student Wellness Grant- All approaches are supported by the Student Wellness Grant. 100 % of our goals align with the approaches currently in place.</p> <p>Vision of Grant: Our overall vision for this grant is to create a program that allows for immediate support for children regarding their mental health and wellness, as well as implement programs and training that will help develop an infrastructure for our students and staff.</p> <p>Goals: Goal 1- Address our students' current social emotional challenges by offering them counseling services from a counselor or social worker. These professionals will not only be able to listen and support our students, they will be able to supply the students and their families with resources and direct them to other organizations that can assist them with further issues.</p> <p>Goal 2- Implement Programs/Clubs for our students that will address issues that they are facing personally, address issues that kids their age are facing all around the state, as well as build self-esteem and healthy habits. Our programs will be specific to Girls 4-8 and Boys 4-8.</p>

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2021-2022- Student Wellness Grant- All approaches are supported by the Student Wellness Grant. 100 % of our goals align with the approaches currently in place.

Vision of Grant:
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<p>Resources and Budget</p>	<p>Resources: On-site School Counselor- NYAP (National Youth Advocate Program) NYAP (National Youth Advocate Program) SEL Curriculum (Empowering Education) Culture Rubric- School-wide Trauma Informed School-wide Behavior Management System Morning Meeting SEL Weekly Focus (Scope and Sequence pulled from Empowering Education)</p> <p>Areas of Need: Full-Time on-site Counselor Full-time Behavior Specialist Purchase Move this World SEL Curriculum and Resources Sensory items for classrooms and Sensory Space Trauma Informed PDs (External PDs) Community Garden Restoration Playground installation and purchase of additional equipment Facilities: Air Conditioning and 3rd Floor Renovations Upgrade perimeter fencing for safety</p> <p>Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$100,000</p> <p>ARP ESSER can be used to provide mental health services and support.</p>