



## EXTENDED LEARNING PLAN

District Name:	Horizon Science Academy Columbus Elementary(HSACE)
District Address:	2835 Morse Road, Columbus, OH 43231
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District IRN:	009990

- **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)?
  - HSACE will identify students through a variety of ways. iReady, teacher observation and assessment data, State test scores including Alternate Assessments and OELPA data, prior educational records, attendance data, percentage of completed work, IEP data, MTSS data, discipline data including historical data, input from parents, and Panorama survey data will all be used to evaluate and identify which students have been impacted most by the pandemic.
- **Needs Assessment:** How will schools and districts identify the needs of those students?
  - The needs of students will be identified through standards gap analysis, iReady, teacher observation and assessment data, State test scores including Alternate Assessments and OELPA data, prior educational records, attendance data, percentage of completed work, IEP data, MTSS data, discipline data including historical data, input from parents and Panorama survey data and IEP data and MTSS data
  - Once needs have been identified, a student learning path will be determined that will include goals for the student, who will provide the instruction, how the student will be monitored for progression towards the goals, and the strategies and tools that will be used. Students not making progress will be reviewed to determine if strategies and tools are appropriate or if the goal needs to be reconsidered and revised.
  - iReady diagnostic assessments will be used in the Summer at the beginning and end of the program to measure growth and identify needs of students. Data folders are being revised so that teachers are able to track student progress, services and needs year after year.
  - iReady diagnostic assessments will also be given 3 times over the course of the traditional school year. (Fall, Winter, Spring) This data will be used to begin the identification of student needs.
  - Panorama surveys will be conducted for SEL implementation at the beginning and the end of the year. The survey data along with the teacher assessment,



discipline data and family input will be used to determine the SEL of the students and their needs.

- 3rd grade Fall AIR data will be collected and used to inform instruction for the current years' students.
- Spring AIR data along with Alternate Assessment and OELPA scores will be reviewed to determine gaps for the upcoming year in terms of Tier 1 instruction and used as a piece of information to determine student goals and needs for the upcoming school year.
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
  - HSACE is currently in the process of switching its Reading and Math diagnostic and universal screeners to iReady after realizing that our current tool does not dig down far enough to pinpoint students' true achievement gaps. A committee has researched the best tools for diagnosing gaps that are evidenced based as well as researching evidence based teaching strategies to address these gaps. The current MTSS tiered process is also under evaluation and will be updated to reflect the evidence based tools and strategies.
  - Ongoing Professional Development (PD) is being planned throughout the next 2 years to support teachers in reading and math resources and strategies. I.e Guided Reading, using data to guide instruction, SEL, Orton Gilliam, reading strategies, new diagnostic tool training, dyslexia screening, progress monitoring, etc. Adjustments have been made to the 2021-2022 School Calendar to ensure additional PD time is available.
  - A Reading Coach has been hired starting in the 2021-2022 School year to mentor and coach teachers on evidence based programs and practices as well as support teachers with progress monitoring of students.
  - Hiring additional instructional teacher aides to assist teachers with whole group and small group instruction is being considered in the budget for the upcoming year
  - Continuing the use of Panorama surveys and program for SEL supports in the classroom and individual needs
  - Budget- \$1,000,000 over the next 2.5 years to include salaries for extra hours for staff over contracted time, Reading Coach, PD, Summer Program, Instructional Supplies, Online Resources, Transportation for students in summer program and afterschool and Saturday tutoring,
    - Salaries- \$600,000
    - PD- \$75,000
    - Technology needs- \$185,000
    - Instructional Supplies- \$80,000
    - Online Resources- \$45,000



- Transportation-\$15,000
  
- **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 Recovery Program with a Reading focus is currently being finalized for the summer of 2021. Program will last 5 weeks for 12 hours a week. We will be accepting 150-200 students (final number depends on the number of teachers hired) starting with those students who demonstrate a need.
  - Summer School Recovery Program will also be implemented for the summer of 2022. This program will include Reading as well as Math academic support.
  - Afterschool Tutoring starting the 2021-22 School Year from 2:30-3:30 with at least one night of a late tutoring session until 5:30pm
  - Saturday School Program 9am-noon for the 2021-2022 School Year and beyond.
  - Summer School Recovery Expansion Program for the summer of 2022
  - Classroom and non-classroom based hands-on activities to support project based learning strategies
  - Additional hours throughout the school year over the 910 hours that is currently required for elementary students. 1075 hours are scheduled for the 2021-2022 School Year
  - Literacy Nights will resume to include parent informational sessions on helping their child at home and engaging families in literacy through multi-curricular activities combining Literacy, STEM and Math.
  - Virtual STEM nights are in the process of being planned. Working with community partners to offer Family Virtual STEM nights sponsored by the school that allows families to participate in activities together. The community partner will send out the supplies needed for the activities to the students' home address. This allows families that may not have transportation access to the STEM activities. Each student already has an assigned chromebook from the school.
  - Concept Young Scholars Program will continue to offer students academic and SEL assistance through the school year as well as provide a mentor to students. Students will work on academic, social and emotional, community service and leadership activities
  - Academic and Enrichment activities will continue such as Robotics, Science Competitions, Math Competitions, Art Competitions, Writing Contests, Geography Bee and Spelling Bee allowing additional enrichment support and experience for student academic needs as well as mental health.
  - Continue working with ADAMHS and St. Vincent's for prevention activities to ensure student mental health as well as PD for teachers to support students through trauma informed care.



- **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?
  - Concept Schools- management company, collaboration of academic and SEL needs
  - Columbus Metropolitan Library- tutoring, student activities and school readiness
  - COSI- STEM related activities for students
  - St. Vincents- Professional Development, mental health prevention
  - ADAMHS- mental health prevention
  - Grand Canyon University- PD, Teacher Professional Development
  - Otterbein University- Professional Development, New Teacher Placement
  
- **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.
  - HSACE is in the process of revamping its reading program as well as support services in reading. In the planning, the reading program is aligned to the recovery program.
  - Continuous PD throughout the year to focus on student learning, especially gap needs, and mental health needs.
  - Rolling out common assessments
  - Standards based report cards being phased in starting with the 3rd grade in 2021-2022 School Year
  - If allowable for the 2021-2022 School Year, weighing the pros and cons of offering a small percentage of students remote learning options
  - Panorama surveys will continue to be done in the Fall and the Spring. Results will be monitored and used to identify those students needing additional supports in SEL needs and positive growth mindset
  - Continued Home Visits and Parent Conferences both in person and using a virtual platform as a tool to have ongoing communication with teachers and families regarding student progress, academic needs, and SEL concerns.
  - Increasing the amount of family engagement activities throughout the school year and include a remote option for those families that are unable to attend in person