



Learning Recovery and Extended Learning Plan

District Name:	Columbus Arts & Technology Academy
District Address:	2255 Kimberly Parkway East, Columbus, OH 43232
District Contact:	Jill Blanchard
District IRN:	000557

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 remaining standards not covered during classroom instruction. Communication to families and students was constant to ensure not only the continued learning for our students, 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 the 2020-2021 school year. As a result of this thoughtful planning, Columbus Arts & 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, 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 1st semester. 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 change, or the Governor enacts a closure order, all students were able to pivot to Option 3 immediately.

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.

Option 2: Hybrid

Students come to the school building on two specified days per week. 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.

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 if needed based on participation and eligibility guidelines. Teachers facilitate standards-based instruction using the ACCEL curriculum which is 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, or they can add their own formative and summative measures. Opportunities to engage in special subjects and electives such as Art, Music or PE, as defined by the school's instructional schedule, are also offered to virtual students. Each day instruction is a mix of teacher-led, synchronous sessions and student-led practice activities. Expectations were set 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 learning at home. There is a mix of online learning that requires a computer and other offline activities that require solving math problems, collaborating with peers, exercising, etc. Students with Special Education needs will receive these services as specified in their IEP virtually within Canvas, our learning management platform. 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 that 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.

While other schools predetermined the learning scenario for their students, we were prepared to meet the complexities of giving families 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 allowed all students in the same grade or course within the school to receive instruction around the same sequence of standards, for approximately the same amount of time, dependent on student need. This coordination allowed for the seamless integration for a student who needs to change from one modality to another due to extenuating circumstances. It also allowed regular assessment data in all three modalities to be used to assess students for supports throughout the RtI process.

While maximizing educational options for families, the school minimized risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health 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 the emotional well-being of students 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	<p>Spring 2021 For the 2020-2021 school year, we utilized the i-Ready comprehensive diagnostic assessment system for our students in grades K-12. 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.</p> <p>In addition, we ensured that, regardless of modality, our students received the Kindergarten Readiness Assessment, Third Grade Reading Fall Assessment, and Ohio State Tests for high school students needing to complete their exams.</p>
	<p>Summer 2021 We do not plan to offer summer school or tutoring this summer. The level and degree to which both staff and students have zoom burnout due to virtual exhaustion, we are planning to provide everyone a much needed mental health break. If we find that there is a significant request for Summer support, we will reconsider. But as of now, we've seen far too much trauma to force students another 6-8 weeks of virtual engagement.</p>
	<p>2021-2022 We will continue to use the i-Ready comprehensive assessment system for our students in grades K-12. 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>2022-2023 We will continue to use the i-Ready comprehensive assessment system for our students in grades K-12. For students enrolled at the school last year, we will have three 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>
	Approaches to Support Impacted Students
<p>Summer 2021 Please refer to statement above regarding Summer 2021</p>	
<p>2021-2022 For the 2020-21 school year CATA implemented a social emotional learning curriculum to address the on-going needs of our students as they navigate school and society very differently. Into 2021-22 and beyond we will continue to incorporate SEL in our classes and school culture as a whole. In addition, CATA has a full-time Student Wellness Coordinator whose role is to both identify and support the SEL needs of our students.</p>	
<p>2022-2023 Into 2021-22 and beyond we will continue to incorporate SEL in our classes and school culture as a whole. In addition, CATA has a full-time Student Wellness Coordinator whose role is to both identify and support the SEL needs of our students. CATA has a full-time Student Wellness Coordinator whose role is to both identify and support the SEL needs of our students.</p>	
Professional Learning Needs	<p>Spring 2021 We are looking to continue our series on Implicit Bias, SEL, and Restorative Practices. We will also host 4 days of pre-service PD before the start of school.</p>

	<p>Summer 2021</p> <ul style="list-style-type: none"> • Our focus this summer will be to deepen the SEL self-awareness and skill set of the Staff who will facilitate this initiative with students for the second year • Our focus will be to review the success and failures of implementing the three learning modalities, to help us better define what a CATA hybrid learning model will look like SY 21-22. • Our focus this summer will be to assess the CCIP's effectiveness by grade band and review the goals and outcomes achieved. • Our focus this summer will be to assess the CAP's effectiveness and review the goals and outcomes achieved, in addition to making contact with the incoming senior class. • We will use the data from iReady and the state's Spring 2021 ELA assessment to determine our success with the Reading Improvement Monitoring plans and teach teachers how to better utilize their plans to guide instruction and to involve parents • We will review the implementation of our 20-21 Literacy plan and analyze the student data to determine what goals we reached. • We will review the outcomes of Spring 2021 state Assessments in preparation for the 21-22 school year. <p>2021-2022 We have seven PD days scheduled for 21-22. We will cover topics from improving student engagement, SEL, implicit bias to content area supports</p> <ul style="list-style-type: none"> • We will implement SEL self-awareness and skill set of students for the second school year with a revised model • We will adopt and implement an official hybrid learning model • We will publish and implement CATA's CCIP's effectiveness through by teacher based teams and quarterly review the goals and outcomes achieved. • We will implement CAP's utilizing an upgraded process • We will initiate the goal setting process for both teachers and students tied to each of the iReady diagnostic administration • We will implement the 20-21 Literacy plan and integrate it as a teacher based team agenda item <p>2022-2023 Continue to assess, review and adjust the items implemented from the previous school year.</p>
Partnerships	<p>Spring 2021 CATA has added Career-technical education to the pathways at the high school. In addition, all students are offered career-based interventions to improve post-graduation outcomes. CATA has teamed with Black Tech Columbus to improve their career-tech programming. They have also formed a Business Advisory Council to guide both career-technical initiatives and overall school improvements. The BAC is comprised of staff, administration, and local business leaders.</p> <p>Summer 2021 We will continue to build partnerships with companies and agencies to grow our career tech programs. We are expecting to expand our Advisory Council to include more partners beginning in May 2021.</p> <p>2021-2022 We will continue to build partnerships with companies and agencies to grow our career tech programs. We are also strengthening our relationships with LES, Buckeye Ranch, and St. Vincent counselors who support our students.</p> <p>2022-2023 We have not begun our 22-23 plan yet as we have not yet seen what our 21-22 plan has yielded.</p>
Alignment	<p>Spring 2021 CATA continues to focus on not only addressing student deficits but improving student outcomes through advancement of skills and learning. We have created Reading improvement plans for all students in grades K-3 to help improve literacy and student success on the Third Grade Reading Guarantee. We have increased our career-technical educational options to include software and programming, in addition to the current media arts pathway. CATA has a student wellness coordinator</p>

	<p>(SWC) that works to be as preemptive as possible in meeting students SEL needs. Our SWC works with community partners to provide resources and external supports for our students and families as well. We administer the iReady diagnostic three times per year to keep an up-to-date metric of our student growth and development that drives our curricular design and instructional planning. We are utilizing all of these to stay in alignment with our student wellness, graduation, and RIP plans.</p> <p>Summer 2021 Please see the Professional Development plan for Summer 2021. We are utilizing this summer to examine what worked and didn't work to improve student engagement, achievement, and SEL growth</p> <p>2021-2022 CATA continues to focus on not only addressing student deficits but improving student outcomes through advancement of skills and learning. We have created Reading improvement plans for all students in grades K-3 to help improve literacy and student success on the Third Grade Reading Guarantee. We have increased our career-technical educational options to include software and programming, in addition to the current media arts pathway. CATA has a student wellness coordinator (SWC) that works to be as preemptive as possible in meeting students SEL needs. Our SWC works with community partners to provide resources and external supports for our students and families as well. We administer the iReady diagnostic three times per year to keep an up-to-date metric of our student growth and development that drives our curricular design and instructional planning. We are utilizing all of these to stay in alignment with our student wellness, graduation, and RIP plans.</p> <p>2022-2023 We will re-examine during Summer 2022 to examine what worked and didn't work to improve student engagement, achievement, and SEL growth. It would be disingenuous to tell you we have a plan for 22-23 at this point. We don't yet know what world or the face of education will look like a year from now. We assure you we will strategize based upon what we've learned to improve the work we do for the population we serve.</p>
<p>Resources and Budget</p>	<p>We work hard to ensure we use our resources as effectively as possible. We plan to use funds to continue to improve our technologies and the availability of technology to our students. We also need additional staff to address the needs of our career-tech programming. We are looking at ways to improve space as well so that we can effectively run our high school and create more space for our growing elementary. Additional funding will also be used to support and improve our online curriculum for those students who are learning virtually.</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 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. \$970,000</p>

Approaches to Identify and Address Students' Social & Emotional Needs

<p>Identifying Impacted Students</p>	<p>Spring 2021 Our entire staff has received training on social-emotional learning and how to address these concerns with our students. We have created a student wellness coordinator position to address these specific needs and track the concerns our students deal with including attendance concerns, social needs, and family supports that will help improve student outcomes. The school also has a PILLARS team that acts as the administrative voice of the school, making decisions to improve overall programming, while also reviewing data to look for areas of improvement. The school handled all three modalities uniquely in</p>
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	<p>trying to keep the students engaged and connected to improve social -emotional and academic outcomes for the students. Teachers taught all three modalities at once so that students could stay connected to the class and the communication with families would not be interrupted.</p>
	<p>Summer 2021 We will continue to engage in surveyed communications with our students and families.</p>
	<p>2021-2022 CATA is fortunate that we have a SWC who frequently checks the pulse of our students and with staff to determine needs and interventions. We also have a referral system monitored, tracked, and supported by our BIS (behavior intervention specialist) to help CATA intercede when teachers begin noticing changes in student behavior, engagement, or they share personal challenges.</p>
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<p>Approaches for Impacted Students</p>	<p>Spring 2021 The school has trained staff and implemented an MTSS team to address student concerns and provide interventions to help improve student outcomes. In addition, social supports have been put in place including adding a guidance counselor to staff and utilizing the Student Wellness Coordinator to help students and families find the services and supports that are needed. The school has also brought in outside social work services to address growing social-emotional concerns.</p>
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<p>Professional Learning Needs</p>	<p>Spring 2021 Our entire staff has and will continue to participate in professional development surrounding social emotional learning, bias training, trauma informed teaching, and communication and feedback. Specific to SEL, we have purchased and trained our staff on an SEL curriculum called Seven Minds. Our staff provide daily, direct and intentional instruction in the SEL and the principles to ensure that it becomes embedded in our school culture.</p>
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	<p>2022-2023 We plan to continue these relationships into 22-23.</p>
Alignment	<p>Spring 2021 Our initiatives to coordinate and improve our MTSS process is in alignment with our plan to continuously improve the interventions needed by our students. Our focus on student wellness has included the addition of a student wellness coordinator. Our SWC seeks to find the hurdles impeding student success whether they are SEL, academic, or environmental. That will continue well into the future.</p>
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	<p>2022-2023 We will continue to monitor our programs and make adjustments as needed.</p>
Resources and Budget	<p>We plan to use funds to continue to provide and adjust the professional development provided to staff based on the data collected and the needs of our students and families. We also plan to increase staffing to add additional instructional aides to ensure that all of our students are supported.</p> <p>Continued funding well beyond the end of the pandemic. The challenges our students face as a result of virtual learning, COVID cabin fever, and lack of consistent socialization will have an impact far beyond what we can even prepare. We are planning for what we think they might need in 21-22 & 22-23, but</p>

cannot be certain we're headed in the right direction until we see what's working. That may mean shifting course mid-stream and we will certainly need funding to continue our Student Wellness Coordinator position as the tide changes. The trauma students have experienced being at home for a year, dis-engagement with online learning, the educational gap we began with when school opened in 20-21 will all be challenges schools will have to navigate when all are back onsite. We simply do not know yet. Making sure community schools are equitably funded would assist us in meeting needs and mitigating some of what the pandemic has caused. Yes, we know money cannot fix all of this. Time will have to be graced on schools for years to come to examine what works, to reach out to and learn from colleagues for best practices, and trial and error. There is no magic anything that will fix what we're facing.

Budget: The Academy will use ESSER II and Student Wellness to hire a position to support student mental health. \$125,000