Learning Recovery & Extended Learning Plan

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| District Name: | Valor Academy of Ohio |
| District Address: |  |
| District Contact: |  |
| District IRN: |  |

Learning Recovery & Extended Learning Plan

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| **Identifying Academic Needs** | | |
| **Impacted Students:** | *How will schools/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 including but not limited to disengaged students)?* | |
| **Considerations:**   * ***Resources*** *(Existing and Needed)* * ***Partnerships*** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* * ***Alignment*** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)*   *- Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)*   * ***Core Questions to Consider:***   + *What do students need to know?*   + *How do we know if they’ve learned it?*   + *How do we intervene for those students who have not learned it?*   + *How do extend other opportunities for those who have learned it?* | | **Budget** |
| **Spring 2021** | Data will be collected from the following methods of data collection. Data analyzed was collected during the fall and spring of 2020-2021.   * NWEA Assessment Data: Fall 2020, Spring 2021 * Course passing rates and course progress * Targeted areas of strength and needs based on content – formative assessments * Achieve 3000 data * IEP Goals/progress data * Parent provided data and comments * Discipline data * SOAR Intervention based on Achieve 3000 data and basic skill acquisition in Math and ELA. * Retake options within the content to achieve mastery * After school programming   School opened in September 2020 with all students and staff attending school 5 days a week. Based on the student population that is being served it was the decision of school administration and alignment to the instructional model which dictated this decision.  Resources: (Existing)   * StrongMind Curriculum – all core subjects and electives * Achieve 300 * NWEA Assessment   Partnerships: (Existing)   * StrongMind   Alignment   * Remote Learning Plan * Ohio State Standards | Current budget based on current fiscal year  (2020-2021) |
| **Summer 2021** | During the summer of 2021 we will offer a 6 week intensive summer intervention ½ program to students. The program will be offered to all students, however, those who have struggled the most throughout the school year based on data will be encouraged to attend.  The focus of the program will include Math, ELA, Science, hands on project based learning and small group intervention.  Breakfast and lunch will be provided to students.  Beginning June 21, 2021. The program will run Monday-Thursday from 8:30 – 12:30 pm. | $20,000 |
| **2021 - 2022** | Data that will be utilized:   * NWEA Assessment Data * Course passing rates and course progress * Targeted areas of strength and needs based on content – formative assessments * Achieve 3000 data * IEP Goals/progress data * Parent provided data and comments * Discipline data * SOAR Intervention based on Achieve 3000 data and basic skill acquisition in Math and ELA. * Retake options within the content to achieve mastery * After school programming   Resources: (Existing)   * StrongMind Curriculum – all core subjects and electives * Achieve 300 * NWEA Assessment   Partnerships: (Existing)   * StrongMind   Alignment   * Remote Learning Plan * Ohio State Standards   Additional para-professional support will be added to provide more intensive intervention for struggling students | $70,000 |
| **2022-2023** | Under Development |  |

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| **Approaches to Address Academic Gap Filling** | | |
| **Approaches & Removing/ Overcoming Barriers** | *What approaches will schools/districts use to fill learning needs identified above?*  *What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?* | |
| **Considerations:**   * ***Resources*** *(Existing and Needed)* * ***Partnerships*** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* * ***Alignment*** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)*   *- Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)*   * ***Core Questions to Consider:***   + *What do students need to know?*   + *How do we know if they’ve learned it?*   + *How do we intervene for those students who have not learned it?*   + *How do extend other opportunities for those who have learned it?* | | **Budget** |
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| **Summer 2021** | During the summer of 2021 we will offer a 6 – 8-week intensive summer intervention ½ program to students. The program will be offered to all students, however, those who have struggled the most throughout the school year based on data will be encouraged to attend.  The focus of the program will include Math, ELA, Science, hands on project based learning and small group intervention.  Breakfast and lunch will be provided to students. | $20,000 |
| **2021 - 2022** | Data that will be utilized:   * NWEA Assessment Data * Course passing rates and course progress * Targeted areas of strength and needs based on content – formative assessments * Achieve 3000 data * IEP Goals/progress data * Parent provided data and comments * Discipline data * SOAR Intervention based on Achieve 3000 data and basic skill acquisition in Math and ELA. * Retake options within the content to achieve mastery * After school programming   Resources: (Existing)   * StrongMind Curriculum – all core subjects and electives * Achieve 300 * NWEA Assessment   Partnerships: (Existing)   * StrongMind   Alignment   * Remote Learning Plan   Ohio State Standards  Additional para-professional support will be added to provide more intensive intervention for struggling students.  A modified instructional schedule will be put in place to provide additional instructional support and intervention. | $70,000 |
| **2022-2023** | Under Development |  |

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| **Approaches to Identify Social & Emotional Needs** | | |
| **Impacted Students:** | *How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?* | |
| **Considerations:**   * ***Resources*** *(Existing and Needed)* * ***Partnerships*** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* * ***Alignment*** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)* | | **Budget** |
| **Spring 2021** | SEL Programming was implemented in January 2021 as part of the StrongMind curriculum. The supplemental resources aligns to the CASEL competencies and is embedded in the curriculum.  Teachers can assign, preview or create a play list to support the SEL needs of individual, small groups or whole classes of students  The creation of a diagnostic assessment is in development and will be ready this spring or at least Fall 2021. The diagnostic identifies areas of understanding and areas of relative need.  Additional data that can and will be utilized include is not limited to:   * Observations of students in the classroom. * In-take documentations and information such as records from previous schools. * IEP Goals/progress reports * Parent provided data and comments * Discipline Tracker data * Suspension/Expulsion data * Restraint/seclusion data * Bullying data   Resources: StrongMind SEL curriculum  Partnerships: StrongMind  Alignment: CASEL competencies | -Current budget based on current fiscal year  (2020-2021) |
| **Summer 2021** | Inclusion of SEL curriculum will be embedded in the 6 – 8 week intensive summer program that will be offered to students. |  |

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| **2021 - 2022** | SEL programming will continue to be embedded daily into the instructional learning day.  As further needs are identified we will work with our StrongMind partner to address the identified needs within the SEL programming.  Students with identified behavioral or academic needs will be referred to the Student Study Team. |  |
| **2022 - 2023** | Under Development |  |



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| **Approaches to Address Social and Emotional Need** | | |
| **Approaches & Removing/ Overcoming Barriers** | *What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs” (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?* | |
| **Considerations:**   * ***Resources*** *(Existing and Needed)* * ***Partnerships*** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* * ***Alignment*** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)* | | **Budget** |
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