



Learning Recovery and Extended Learning Plan

District Name:	Columbus Bilingual Academy North
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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 our students' continued learning and 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 Bilingual Academy North 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, comfort with the current COVID-19 status in our community, their ability or interest in facilitating learning at home, and many other vital factors. Families were asked to choose 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 could 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 these days. Based on the student's grade level, their academic needs, and the teacher's discretion, additional work may be sent home for extra 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 students' and staff's safety are followed daily and monitored by the Regional Vice President.

Option 2: Hybrid

Students come to the school building twice a week on Monday and Wednesday. 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 these days. Based on the student's grade level and their academic needs, teachers may send additional work home for extra 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 students' and staff's safety 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, 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 virtual curriculum assessments, or they can add their own formative and summative measures. As defined by the school's instructional schedule, opportunities to engage in special subjects and electives such as Art, Music, or PE are also offered to virtual students. Each day's instruction is a mix of teacher-led, synchronous sessions and student-led practice activities. We set expectations 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 education 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 HIPAA 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 be 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 a 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 approach allowed all students in the same grade or class 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 also allowed for the seamless integration of students who need to change modalities due to extenuating circumstances. It also allowed regular assessment data in all three modalities to assess student support throughout the RTI process.

While maximizing educational options for families, the school minimized the 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, sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration was given to students' emotional well-being 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

Spring 2021

For the 2020-2021 school year, we utilized the i-Ready comprehensive assessment system for our students in grades K-8. Given in the fall, winter, and spring to all students regardless of their modality, the i-Ready allows us to measure our students' academic growth in mathematics and reading. Reports within the system enable us to gauge which students are on track for meeting grade-level goals, exceeding the expected pace for growth, and not meeting the growth targets. This crucial information forms the basis for the supports we provide students.

	<p>Also, teachers enacted specialized reading plans for each student in grades K-3 to ensure specific needs and interventions were utilized to help every student learn. These plans included running records, Success for All (SFA) student benchmark assessments, intensive instruction in phonics and phonemic awareness through SFA, reading, mathematics, and multiple short cycle assessments. Before promotion to the next grade level, students will receive a final diagnostic measurement in reading and mathematics to determine the need for summer instruction/tutoring in preparation for the coming academic year.</p> <p>Summer 2021 During the summer months of instruction, we will utilize the i-Ready comprehensive assessment system for students in grades K-8 who choose to attend our summer sessions. We will make recommendations based on i-Ready data as to what students should attend the summer sessions. We, however, will also allow any family who requests summer extended learning to attend.</p> <p>2021-2022 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 identify students' learning needs and put structures and programs to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.</p> <p>We will continue to monitor student learning needs and growth using the running records and the SFA benchmark assessments associated with the intensive instruction in phonics and phonemic awareness and reading. Additionally, Title I reading and mathematics teachers will work exclusively with our students who exhibit continued deficits due to the pandemic.</p> <p>2022-2023 We will use student data from the previous years to guide appropriate academic interventions and needs in areas specific to the apparent areas of continued deficit. The use of Title I reading and mathematics interventions will be available to Grades K-2 with persistent deficits. Students in grades 3-8 will be eligible for tutoring with our paraprofessionals, who work in consultation with our teachers to provide programmed instruction targeting areas of deficits. We will use students' diagnostics assessments in i-Ready, SFA benchmark assessments, running records, and Ohio State testing to determine the next steps in individual student learning goals.</p>
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021 Students at CBAN who exhibit deficits due in part to the pandemic are currently within the RTI process. Differentiation in the classroom, including small group instruction, is utilized to determine specific deficiencies and provide targeted remediation. We also use our team of bilingual instructional aides that utilize a particular tutoring program called "Lightening Squad" under the umbrella of the Success for All curriculum. The Success for All allows aides quick and easy access to the measurements of students and targeted instruction.</p> <p>Summer 2021 Students with deficits due to the pandemic that cannot be remediated during the spring of 2021 are welcome to attend our summer session, including tutoring in small groups targeting specific areas in reading and mathematics. These sessions provide intensive remediation for students who have not been successful with the RTI process or need additional support in a small and inclusive setting.</p> <p>2021-2022 Students with identified needs entering the school during the 2021-2022 school year will be placed in small groups and after-school tutoring, specifically targeting identified deficits along with specific interventions in reading and mathematics designed to remediate students using varied and multisensory programmed instructional activities.</p> <p>2022-2023 Students will be diagnostically assessed before entering school for the 2022-2023 academic school year. These diagnostic assessments will consist of reading, comprehension, vocabulary, encoding, decoding, and authentic mathematics and problem-solving applications. Based upon these assessments, we will create student learning plans. Teachers will have weekly check-in meetings with students to monitor student growth and plan for future learning. We expect the same academic approaches in the previous year to be refined and used this year as well.</p>
<p>Professional</p>	<p>Spring 2021 During the spring of 2021, staff will receive professional development in the new instructional</p>

Learning Needs	practices associated with the new curriculum. The professional development will include the multiple diagnostic assessment features we will utilize to identify student learning deficits and the learning resources necessary for student remediation. The instructional aides have already been through Lightning Squad training with certified Success for All instructors.
	Summer 2021 When staff return from the summer holiday, we will focus on improving reading and writing in the content areas across all grade levels. Staff will receive professional development in writing, vocabulary, comprehension, and phonics, all presented in and across multiple disciplines. Success for All will be a significant focus in this training provided by certified Success for All instructors. Staff will have digital access to i-Ready training and Success for All implementation to aid in the instructional delivery and targeted instruction in the fall. This training and personal learning will go hand-in-hand with our fall 2021 pre-service training.
	2021-2022 Staff will receive professional development in writing, vocabulary, comprehension, and phonics, all presented in and across multiple disciplines throughout the year. Success for All will be a significant focus in this training provided by certified Success for All instructors.
	2022-2023 Professional development will organically evolve from the professional development practices which began during the 2021-2022 school year. We will allow each staff member to explore additional professional development opportunities within their content area, which will support student learning within the scope of the school's mission and vision and the students' immediate needs this year.
Partnerships	Spring 2021 During the 2020-2021 school year, we partnered with the National Youth Advocate Program (NYAP). The trained mental health providers and therapists at NYAP provided our students with counseling and group therapy sessions throughout the school year. NYAP is also developing group therapy sessions with students to negotiate coming back into a full classroom and interacting positively with peers.
	Summer 2021 With the easing of restrictions related to COVID-19, we will work this summer to find additional partnerships to help serve our students and families' social, emotional, and tangible needs. NYAP will be completing a month-long mental health group therapy program to help students come back in the fall of 2021.
	2021-2022 CBAN has multiple communities in which it will be working within the fall of 2021. Some of the partnerships we will continue for community programs, mental health services, and tutoring are Ohio Wesleyan University, Proyecto Mariposa, the Girls Scouts of Columbus, Columbus Public Health, and NYAP.
	2022-2023 We will continue our partnerships as outlined above.
Alignment	Spring 2021 These academic plans are directly aligned with our school mission and vision and our school learning plans.
	Summer 2021 These academic plans are directly aligned with our school mission and vision and our school learning plans.
	2021-2022 These academic plans are directly aligned with our school mission and vision and our school learning plans.
	2022-2023 These academic plans are directly aligned with our school mission and vision and our school learning plans.
Resources and Budget	We will hire additional members of staff to allow us to attain our goals as stated above. We will also purchase additional supplemental curricular materials to assist us in our efforts.

	<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. \$365,000</p>
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Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021 Staff meets regularly with building administration to discuss student welfare and needs, both academic and social/emotional. Students with identified needs are referred to NYAP for general intake and counseling. Staff and administration provide individual counseling where social-emotional needs are identified, and behavioral interventions are planned as a team.</p> <p>When a student is identified, all members of the school community work to assist the student by providing supports such as check-ins with a trusted staff member; Success for All has a social/emotional branch called "Getting Along Together (GAT)," and NYAP provide interventions that give students the tools to self-regulate and verbalize when they need help. Regular conversations and communications with families involve them in their child's life at school and seek their unique perspectives in developing plans for their child.</p>
	<p>Summer 2021 During the summer months, student wellness-checks will be scheduled with those families whose students exhibited acute social/emotional issues during the school year. These wellness-checks will include a phone call, email, and home visit to assist the student and family as needed. NYAP will also be available this summer to provide multiple and varied supports to our students and families.</p>
	<p>2021-2022 During the regular academic school year, the staff and administration work in committees dedicated to addressing the students' social-emotional learning goals. The first of these committees is the MTSS committee, which meets bi-monthly to address the students' behavioral needs as a whole. Positive, building-wide interventions are designed to address specific behavioral needs at each development level. This committee incorporated the Responsive Classroom model to provide explicit modeling and instruction of expected behaviors while in school. Another committee, the Intervention Assistance Team, works to identify genuine academic concerns, impacting the student emotionally or socially. The team works to provide the teacher and student with needed resources for success.</p>
	<p>2022-2023 During the 2022-2023 school year, we will continue meeting as an RTI committee. We will continue to work in conjunction with NYAP, and we will also be utilizing Getting Along Together through Success for All to provide social/emotional services that will benefit students' progress not only academically, but in other aspects of their lives. We want to ensure we are consistently looking at the student holistically.</p>
Approaches for Impacted Students	<p>Spring 2021 Students continue to receive social and emotional supports through our NYAP healthcare provider. Staff and administration work in conjunction with our NYAP provider to discuss students' needs and provide supports and interventions.</p>
	<p>Summer 2021</p>

	<p>During the summer months, students will have access to NYAP healthcare services in personal and group counseling and therapy. Students will be able to continue their treatment without changing providers. Families and community members can also refer students for these services during the summer holiday.</p>
	<p>2021-2022 NYAP will return during the 2021-2022 academic school year. Our healthcare providers will continue to provide quality care to our students. Additionally, we will be hiring a school counselor who will be available to provide social-emotional learning in all classrooms as part of the curriculum. This individual will also work in conjunction with staff, administration, and NYAP to ensure student's needs are being addressed.</p>
	<p>2022-2023 With the MTSS Team, greater attention will be placed upon resources for our students and professional development for our staff to ensure the learning community supports our struggling students. This will include resources available to our families and members of the community.</p>
Professional Learning Needs	<p>Spring 2021 During the fall of 2020 and spring of 2021, staff received Getting Along Together training through Success for All and worked to assist students with their social/emotional needs. This training provided staff with the ability to identify struggling students and support students who challenge their behaviors based upon their internal struggle. Staff members also have close contact with our bilingual NYAP counselor, an expert in mental health areas, and have consistent communication with many targeted students and their families.</p>
	<p>Summer 2021 Staff will have digital access to learning modules through Getting Along Together that they will access to better prepare them to handle the issues coming into the classroom in the fall of 2021.</p>
	<p>2021-2022 During the 2021-2022 academic school year, we will be utilizing Getting Along Together in the K-5 classrooms and fully implementing the Second Step Program in grades 6-8. The Second Step Program is an academically reviewed social/emotional health program that we started in the 2020-2021 year but hasn't been fully implemented.</p>
	<p>2022-2023 Further SEL training will be provided for teachers and taught by our school counselor.</p>
Partnerships	<p>Spring 2021 During the 2020-2021 school year, we partnered with the National Youth Advocate Program (NYAP). The trained mental health providers and therapists at NYAP provided our students with counseling and group therapy sessions throughout the school year. We have also partnered with Columbus Public Health to provide trained counselors to provide mental health, substance abuse, and sex education to our 5-8th grades.</p>
	<p>Summer 2021 NYAP will be providing services to our families this summer via locations around Central Columbus and in the school building. This will ensure students have access to emotional and psychological services throughout the summer months.</p>
	<p>2021-2022 In the fall of 2021-2022, we will continue the program through Columbus Public Health which has been highly successful to our 5-8th grades in providing mental health, substance abuse, and sex education to the students by trained counselors. This is all done with parental consent and in partnership with families whenever possible.</p> <p>NYAP will return during the 2021-2022 academic school year. Our healthcare providers will continue to provide quality care to our students. Additionally, we will be hiring a school counselor who will be available to provide social-emotional learning in all classrooms as part of the curriculum. This individual will also work in conjunction with staff, administration, and NYAP to ensure student's needs are being addressed.</p>
	<p>2022-2023 During the 2022-2023 academic school year, our goal is to offer family counseling services to assist our parents and families and provide psychological support. We would also like to start working to provide clothing and food pantry access for our community members and other community partners directly</p>

	connected with the Hispanic community that we primarily serve.
Alignment	Spring 2021 These plans are directly aligned with our school mission and vision, our Wellness Plan and our CCIP grant.
	Summer 2021 These plans are directly aligned with our school mission and vision, our Wellness Plan and our CCIP grant.
	2021-2022 These plans are directly aligned with our school mission and vision, our Wellness Plan and our CCIP grant.
	2022-2023 These plans will be directly aligned with our school mission and vision, our Wellness Plan and our CCIP grant.
Resources and Budget	<p>We will invest in a school counselor and adopt the SEL curriculum from the SEL Solution. Monies and time will be spent on family visits and interventions to support our students.</p> <p>Budget: The Academy will use both ESSER II and Student Wellness to hire a position to support student mental health. \$175,000</p>