Learning Recovery and Extended Learning Plan

District Name:	Foundation Academy
District Address:	1050 Wyandotte Ave. Mansfield, Ohio 44906
District Contact:	Mitzi Kimani
District IRN:	009192

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, Foundation 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 (Traditional)
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: Blended -Hybrid – 3 days on-line/virtual and 2 days attending at school
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 – remote, on-line from home, virtual
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 guideline. 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.

When 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.

When 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	**Spring 2021** For the 2020-2021 school year, we utilized the i-Ready comprehensive assessment system for our students in grades K-8. 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 support we provide students. Other sources of data collection include: ● RIMP / on and off-track data (grades K-3) ● Running records ● Short cycle assessments ● I-Ready ● IXL ● Response to Intervention process ● Mock testing (3 tests – grades 3-8) ● Computerized data tracker ● Data wall charts ● Short cycle assessments ● Title I writing lab
	Summer 2021 Foundation Academy will use the following assessments to measure student growth during summer school. ● I-Ready testing data ● teacher-made Ohio Standards placement tests ● material pulled from Measuring UP.
	2021-2022 We started this school year using the i-Ready comprehensive assessment system for our students in grades K-8. This longitudinal data will enable us to evaluate the effectiveness of our initial approaches and adjust as needed. The points below lay out how Foundation Academy plans to interact with data. ▪ i-Ready allows for individual learning paths of academic gaps. Since our Reading Achievement Plan (RAP), Reading Improvement Plan (RIP) and School Improvement Plan (SIP) parallels with giving 30 minutes of academic support, we will schedule specific times for i-Ready to be used to strengthen learning gaps. ▪ We will continue mock testing three times each year. The teachers are required to analyze their data and report out an action plan during a Teacher Based Team with the DOA (Director of Academics). ▪ At every Professional Development Day, we will have a school-wide data review which will include data from After School Tutoring, Title intervention, and classroom data. ▪ Teachers will be using IXL to direct students to reinforce academic learning targets for bi-weekly short cycle assessments. ▪ At the start of each year, students are ranked academically – tiers 1-3. This is used for Title I programming. ▪ Our Literacy Coaches use data from previous Reading Improvement Monitoring Plan (RIMP), Individual Achievement Plans (ISAP), i-Ready, running records and RazKids to help guide teachers, students and our professional development goals.
	2022-2023 We will continue to follow our current plans, review, evaluate and modify when and where applicable.
Approaches to	**Spring 2021** Foundation Academy has identified gaps in the academic progress due to COVID. Therefore, we

Support Impacted Students	are currently incorporating additional supports by: ▪ In February we offered a writing lab for grades 3, 4, and 5. ▪ Literacy Coach worked with K-3 teachers with a focus on guided reading, shared reading and interactive read a-louds. ▪ Title intervention
	Summer 2021 We will offer a summer boot camp for grades 2-6 with a focus on math and reading.

	2021-2022
	Professional development provided to teachers prior to the start of the school year will include a book study on "Learning in the Fast Lane – 8 ways to Put All Students on the Road to Academic Success" with a result of creating and using Standard Boards. The 8 principles are:
	▪ Use acceleration to immediately get students moving in the right direction.
	▪ Make standards and learning goals explicit to students
	▪ Tackle many of the underlying causes of failure, such as lack of student motivation
	▪ Build students' self-efficacy so that they become active, academically hopeful participants in class
	▪ Encourage students to persevere rather than give up
	▪ Address the problem of skills gaps within the context of new learning
	▪ Improve students'' vocabulary – one of the key deficits found in student who are at academic risk
	These eight overarching practices work together to address gaps in vocabulary, reading, basic skills, and student motivation in the context of new learning. After the content of the book is discussed, we plan to incorporate an action plan for our teachers to apply these principles into their classrooms. This would encompass all subject areas.
	▪ Social-emotional learning professional development
	  o Book study on Teachers' Guide to Trauma
	  o review trauma project: team presentations from "Fostering Resilient Learners", "Lost at School", Reaching and Teaching Children Who Hurt", and "For White Folks Who Teach in the Hood".
	  o Professional development for teachers on "Protecting Yourself from Secondary Trauma", "How to Avoid Power Struggles with Children", "Reinforcement vs Punishment" and "Balancing Burnout and Self-care".
	▪ UDL (Universal Design for Learning)
	▪ Re-set expectations and execute with fidelity:
	  o Quarterly standards board – delving into their curriculum. A Standards Board is similar to an interactive rubric for both the teacher and the students. It includes not only making the learning target/goal explicit, but each step needed to achieve mastery, positive and negative examples, conceptualizes chunking strategies, necessary vocabulary related to the learning target, and provides rich, timely feedback that enables students to build motivation and improve where necessary. We want to improve our PI score by 10 points and in doing so means radical changes.
	  o Short cycle assessments – We plan to bring back our "Amazing Race" program which includes grades 3-8 weekly academic competition.
	
	Foundation Academy will apply for a grant opportunity (2020-2021 PERFORMANCE, INNOVATION IMPROVEMENT GRANT
	Ohio Coalition Community Schools/Sponsor) where we would hire a math teacher and a STEAM/art teacher. STEAM stands for Science-Technology-Engineering-Art-Mathematics. We would be to enrich our math program with a unique program involving a STEAM (Artist in Resident) and math teacher. This would remediate the lowest performing students for grades 3, 4, and 5. Our data shows that all students would benefit from extra support; however, we would like to focus on grades 3, 4 and 5 to strengthen basic foundational skills in math. We would also like to set up an interactive math lab where Grades 3 to 5 students would attend daily to reinforce foundational basic skills using motivational strategies such as games, competition, physical movement and manipulatives. This would *not* be a paper-pencil event. Grades 3 would spend

	some time with a multiplication fact competition. Then this class would be coupled with a STEAM class – resident artist that would infuse the same math concept into the arts. Our instruction that aims to "catch up" lagging students must be tackled from a completely new vantage point. We need a compelling, rigorous and engaging platform. Additional areas of focus will include: ▪ Offer quarterly after-school tutoring programs. ▪ Continue the 30-minute skill practice for reading and math (School Improvement Plan, Reading Achievement Plan, Reading Intervention Plan) ▪ Utilize Title I program. ▪ Continue with two Literacy Coaches (School Improvement Plan, Reading Achievement Plan, Reading Intervention Plan)
	2022-2023 We will continue to follow our current plans, review, evaluate and modify when and where applicable.
Professional Learning Needs	**Spring 2021** ▪ Professional development: Literacy Coach working with teachers K-3 on guided reading, shared reading and read-a-louds. ▪ Professional development on "trend data" for our 3 mock tests and how to analyze. Teachers were expected to have an action plan.
	Summer 2021 Foundation Academy will have a summer boot camp for grades 2-6. We will give a pre- and post-test. We will use data (i-Ready and state testing data) from the spring to help guide skills reinforcement. We will also use i-Ready for skills reinforcement.

	2021-2022
	Professional development provided to teachers prior to the start of the school year will include a book study on "Learning in the Fast Lane – 8 ways to Put All Students on the Road to Academic Success" with a result of creating and using Standard Boards. The 8 principles are:
	▪ Use acceleration to immediately get students moving in the right direction.
	▪ Make standards and learning goals explicit to students
	▪ Tackle many of the underlying causes of failure, such as lack of student motivation
	▪ Build students' self-efficacy so that they become active, academically hopeful participants in class
	▪ Encourage students to persevere rather than give up
	▪ Address the problem of skills gaps within the context of new learning
	▪ Improve students'' vocabulary – one of the key deficits found in student who are at academic risk
	
	These eight overarching practices work together to address gaps in vocabulary, reading, basic skills, and student motivation in the context of new learning. After the content of the book is discussed, we plan to incorporate an action plan for our teachers to apply these principles into their classrooms. This would encompass all subject areas.
	▪ Social-emotional learning PD
	   o Book study on Teachers' Guide to Trauma
	   o review trauma project: team presentations from "Fostering Resilient Learners", "Lost at School", Reaching and Teaching Children Who Hurt", and "For White Folks Who Teach in the Hood".
	   o Professional development for teachers on "Protecting Yourself from Secondary Trauma", "How to Avoid Power Struggles with Children", "Reinforcement vs Punishment" and "Balancing Burnout and Self-care".
	▪ UDL (Universal Design for Learning)
	▪ Re-set expectations and execute with fidelity:
	   o Quarterly standards board – delving into their curriculum. A Standards Board is

similar to an interactive rubric for both the teacher and the students. It includes not only making the learning target/goal explicit, but each step needed to achieve mastery, positive and negative examples, conceptualizes chunking strategies, necessary vocabulary related to the learning target, and provides rich, timely feedback that enables students to build motivation and improve where necessary. We want to improve our PI score by 10 points and in doing so means radical changes.

- o Short cycle assessments – We plan to bring back our "Amazing Race" program which includes grades 3-8 weekly academic competition.

Foundation Academy will apply for a grant opportunity (2020-2021 PERFORMANCE, INNOVATION IMPROVEMENT GRANT
Ohio Coalition Community Schools/Sponsor) where we would hire a math teacher and a STEAM/art teacher. STEAM stands for Science-Technology-Engineering-Art-Mathematics. We would be to enrich our math program with a unique program involving a STEAM (Artist in Resident) and math teacher. This would remediate the lowest performing students for grades 3, 4, and 5. Our data shows that all students would benefit from extra support; however, we would like to focus on grades 3, 4 and 5 to strengthen basic foundational skills in math. We would also like to set up an interactive math lab where Grades 3 to 5 students would attend daily to reinforce foundational basic skills using motivational strategies such as games, competition, physical movement and manipulatives. This would *not* be a paper-pencil event. Grades 3 would spend some time with a multiplication fact competition. Then this class would be coupled with a STEAM class – resident artist that would infuse the same math concept into the arts. Our instruction that aims to "catch up" lagging students must be tackled from a completely new vantage point. We need a compelling, rigorous and engaging platform.

Additional areas of focus will include:
- ▪ Offer quarterly after-school tutoring programs.
- ▪ Continue the 30-minute skill practice for reading and math (School Improvement Plan, Reading Achievement Plan, Reading Intervention Plan)
- ▪ Utilize Title I program.
- ▪ Continue with two Literacy Coaches (School Improvement Plan, Reading Achievement Plan, Reading Intervention Plan)

2022-2023
We will continue to follow our current plans, review, evaluate and modify when and where applicable.

Partnerships	**Spring 2021** Foundation Academy did not develop any partnerships to help our impacted students with academic challenges. We did not invite outside vendors due to COVID protocols. **Summer 2021** Foundation Academy will not utilize any partnerships to help our impacted students with academic challenges. As it stands currently with COVID protocols, we will not invite outside vendors. **2021-2022** Foundation Academy has a Parent Liaison who is alerted first of any referrals. The Parent Liaison makes community partnerships while supporting our parents and students. Teachers may offer recommendations to a Parent Liaison. Our Resource Officer also supports Foundation Academy in this manner. Our Wellness grant utilizes counseling services with small groups designed to target anger management, anti-bullying measures, and trauma issues. We partner with Catalyst/The Rehabilitation Center to offer a therapist for two ½ days per week. They also offer social-emotional professional development for our teachers on families with trauma. Catalyst also offers a crisis team when necessary. Included in this support effort is the Truancy and Attendance support from Richland County Juvenile Department and a nurse from Richland County Health Department. Foundation Academy has many partners. ▪ Parent Liaison —-makes community partnerships while supporting our parents and students

	▪ Resource Officer from Mansfield Police Department ▪ Catalyst/The Rehabilitation Center -- utilizes counseling services with small groups designed to target anger management, anti-bullying measures, and trauma issues and social-emotional professional development for our teachers on families with trauma. ▪ Truancy and Attendance support from Richland County Juvenile Department ▪ nurse from Richland County Health Department - monitor student wellness ▪ SNAP Ed – nutrition education ▪ New Store – helps parents and students with school uniforms and clothing ▪ North Central State College – offers college credit plus opportunities for grades 7 and 8
	2022-2023 We will continue to follow our current plans, review, evaluate and modify when and where applicable.

Alignment	**Spring 2021**
	Foundation Academy aligns its learning plan to the ODE Ohio Department of Education required plan called the SIP -School Improvement Plan. The RIP Reading Improvement Plan, RAP – Reading Achievement Plan and Wellness Grant are incorporated in our SIP –School Improvement Plan. The learning plan encompasses all our students in various ways. Below, are the connections:
	School Improvement Plan activities for Spring 2021:
	To close the gap between SWD and general education students in ELA
	    ▪ Title I writing workshop for Grades 3-5
	    ▪ Discussion on rubric for possible retention due to grades and/or attendance
	    ▪ Literacy coach offered PD for K-5 teachers
	    ▪ PD on short cycle assessments / extended response writing
	    ▪ PD in AMP (ACCEL Management Platform for Education) curriculum for hybrid/virtual and traditional teachers
	    ▪ Additional time added for each student in IXL for English Language Arts
	    ▪ Teacher based team meetings (2 per month)
	    ▪ I-Ready sessions in English Language Arts each day
	
	To close the gap between SWD and general education students in Math
	    ▪ PD in AMP (ACCEL Management Platform for Education) curriculum for hybrid/virtual and traditional teachers
	    ▪ Additional time added for each student in IXL for math
	    ▪ based team meetings (2 per month)
	    ▪ I-Ready sessions in Math each day
	
	In-depth professional development in PBIS (Positive Behavior Intervention Supports), curriculum, social-emotional learning
	    ▪ Professional Development in AMP (ACCEL Management Platform for Education) curriculum
	
	Wellness Grant, Reading Achievement Plan and School Improvement Plan work together to support students by:
	    ▪ Aide for Students with Disabilities resource classroom (K-4)
	    ▪ Aide for Students with Disabilities assisting (5-8)
	    ▪ having access to a school counselor which work on Second Step, anger management classes, anti-bully small group
	    ▪ therapist from Catalyst
	    ▪ nurse time increased to 4 half-days
	    ▪ parent liaison which helps connect our families with support
	    ▪ additional time scheduled for i-Ready
	
	Our Reading Improvement Plan and Reading Achievement Plan help support our ELA SIP plans

by using two Literacy Coaches.

Our remote learning plan included one-hour live sessions every day for Math, ELA and Science. Social studies assignments including some live sessions. They participated in mock testing, some elective classes, short cycle assessments, IXL and i-Ready. This team included teachers, Title teachers, Intervention Specialist and met with the Director of Academics at teacher-based-team meetings. Daily attendance was kept and monitored.

Summer 2021
As well as hiring teachers, we will also hire an aide to help with special needs students.
Parent liaison will also be available.

2021-2022
Foundation Academy aligns its learning plan to the ODE Ohio Department of Education required plan called the SIP -School Improvement Plan. The RIP Reading Improvement Plan, RAP – Reading Achievement Plan and Wellness Grant are incorporated in our SIP –School Improvement Plan. The learning plan encompasses all our students in various ways. Below, are the connections:
School Improvement Plan goals:
To close the gap between Students with Disabilities and general education students in English Language Arts
- ▪ Title I writing workshop for Grades 3-5
- ▪ Literacy coach offered professional development for K-5 teachers
- ▪ Additional time added for each student in IXL for English Language Arts
- ▪ Teacher based team meetings (2 per month)
- ▪ I-Ready sessions in English Language Arts each day

To close the gap between Students with Disabilities and general education students in Math
- ▪ Professional Development in AMP (ACCEL Management Platform for Education) curriculum for hybrid/virtual and traditional teachers
- ▪ Additional time added for each student in IXL for math
- ▪ based team meetings (2 per month)
- ▪ I-Ready sessions in Math each day

In-depth professional development in Positive Behavior Intervention Supports, curriculum, social-emotional learning
- ▪ Revisit
  Social-emotional learning Professional development
  a) Book study on Teachers' Guide to Trauma
  b) review trauma project: team presentations from "Fostering Resilient Learners", "Lost at School", Reaching and Teaching Children Who Hurt", and "For White Folks Who Teach in the Hood".
  c) Professional development for teachers on "Protecting Yourself from Secondary Trauma", "How to Avoid Power Struggles with Children", "Reinforcement vs Punishment" and "Balancing Burnout and Self-care".
- ▪ UDL (Universal Design for Learning)
- ▪ Re-set expectations and execute with fidelity:
  a) Quarterly standards board – delving into their curriculum. A Standards Board is similar to an interactive rubric for both the teacher and the students. It includes not only making the learning target/goal explicit, but each step needed to achieve mastery, positive and negative examples, conceptualizes chunking strategies, necessary vocabulary related to the learning target, and provides rich, timely feedback that enables students to build motivation and improve where necessary. We want to improve our PI score by 10 points and in doing so means radical changes.
  b) Short cycle assessments – We plan to bring back our "Amazing Race" program which includes grades 3-8 weekly academic competition.

Wellness Grant, Reading Achievement Plan and School Improvement Plan work together to support students by:
- ▪ Aide for Students with Disabilities resource classroom (K-4)

	- Aide for Students with Disabilities assisting (5-8) - having access to a school counselor which work on Second Step, anger management classes, anti-bully small group - therapist from Catalyst - nurse time increased to 4 half-days - parent liaison which helps connect our families with support - additional time scheduled for i-Ready Our Reading Improvement Plan and Reading Achievement Plan help support our English Language Arts School Improvement Plans by using two Literacy Coaches. Our remote learning plan included one-hour live sessions every day for Math, English Language Arts and Science. Social studies assignments including some live sessions. They participated in mock testing, some elective classes, short cycle assessments, IXL and i-Ready. This team included teachers, Title teachers, Intervention Specialist and met with the Director Of Academics at teacher-based-team meetings. Daily attendance was kept and monitored.
	2022-2023 Foundation Academy aligns its learning plan to the ODE Ohio Department of Education required plan called the SIP -School Improvement Plan. The RIP Reading Improvement Plan, RAP – Reading Achievement Plan and Wellness Grant are incorporated in our SIP –School Improvement Plan. The learning plan encompasses all our students in various ways. We will continue to follow our current plans, review, evaluate and modify when and where applicable.
Resources and Budget	Foundation Academy has financially planned to meet student need by implementing the following: - hire a math teacher. (match from ½ Foundation and ½ OCCS grant) - expand "Go Math" curriculum to include K-5. 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. Title I - Funds will be used to hire additional intervention teachers for students through tutoring, after school and summer school extended learning. 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. $485,000.

Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	**Spring 2021** – Foundation Academy has a Parent Liaison who is alerted first of any referrals. The Parent Liaison makes community partnerships while supporting our parents and students. Teachers may offer recommendations to a Parent Liaison. Our Resource Officer also supports Foundation Academy in this manner. Our Wellness grant utilizes counseling services with small groups designed to target anger management, anti-bullying measures, and trauma issues. We partner with Catalyst/The Rehabilitation Center to offer a therapist for two ½ days per week. They also offer social-emotional professional development for our teachers on families with trauma. Catalyst also offers a crisis team when necessary. Included in this support effort is the Truancy and Attendance support from Richland County Juvenile Department and a nurse from Richland County Health Department.

	Summer 2021 – Foundation Academy has a Parent Liaison who is alerted first of any referrals. The Parent Liaison makes community partnerships while supporting our parents and students. Teachers may offer recommendations to a Parent Liaison. Our Parent Liaison will be working over the summer.
	2021-2022 – We will continue to follow our current plans, review, evaluate and modify when and where applicable.
	2022-2023 – We will continue to follow our current plans, review, evaluate and modify when and where applicable.
Approaches for Impacted Students	**Spring 2021** – To address students' social and emotional needs, Foundation Academy has a Parent Liaison who is alerted first of any referrals. The Parent Liaison makes community partnerships while supporting our parents and students. Teachers may offer recommendations to a Parent Liaison. Our Resource Officer also supports Foundation Academy in this manner. Our Wellness grant utilizes counseling services with small groups designed to target anger management, anti-bullying measures, and trauma issues. We partner with Catalyst/The ReHab Center to offer a therapist for two ½ days per week. They also offer social-emotional professional development for our teachers on families with trauma. Catalyst also offers a crisis team when necessary. Included in this support effort is the Truancy and Attendance support from Richland County Juvenile Department and a nurse from Richland County Health Department. To help address struggling students in academics, Foundation Academy hired two teacher aides to work with students with disabilities and offering a summer boot camp to strengthen academic issues.
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	2022-2023 - We will continue to follow our current plans, review, evaluate and modify when and where applicable.
Professional Learning Needs	**Spring 2021** - For our new teachers (since January), we have given them last year's book study – Teachers' Guide to Trauma.
	Summer 2021 - N/A
	2021-2022 – To address social-emotional learning, Foundation Academy will plan to have three social-emotional workshops presented to our entire staff by our partner in the Wellness Grant, Catalyst Rehabilitation Center.

	We will also include in-depth professional development in Positive Behavior Intervention Supports, curriculum, social-emotional learning ▪ Revisit Social-emotional learning Professional development d) Book study on Teachers' Guide to Trauma e) review trauma project: team presentations from "Fostering Resilient Learners", "Lost at School", Reaching and Teaching Children Who Hurt", and "For White Folks Who Teach in the Hood". f) Professional development for teachers on "Protecting Yourself from Secondary Trauma", "How to Avoid Power Struggles with Children", "Reinforcement vs Punishment" and "Balancing Burnout and Self-care".
	2022-2023 - We will continue to follow our current plans, review, evaluate and modify when and where applicable.
Partnerships	**Spring 2021** – Foundation Academy has many partners. ▪ Parent Liaison —makes community partnerships while supporting our parents and students ▪ Resource Officer from Mansfield Police Department ▪ Catalyst/The Rehabilitation Center -- utilizes counseling services with small groups designed to target anger management, anti-bullying measures, and trauma issues and social-emotional professional development for our teachers on families with trauma. ▪ Truancy and Attendance support from Richland County Juvenile Department ▪ nurse from Richland County Health Department - monitor student wellness ▪ SNAP Ed – nutrition education ▪ New Store – helps parents and students with school uniforms and clothing ▪ North Central State College – offers college credit plus opportunities for grades 7 and 8
	Summer 2021 - Foundation Academy will have a parent liaison and partner with New Store to help our students.
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	2022-2023 - We will continue to follow our current plans, review, evaluate and modify when and where applicable.
Alignment	**Spring 2021** SIP goals: To close the gap between SWD and general education students in ELA

- Title I writing workshop for Grades 3-5
- Discussion on rubric for possible retention due to grades and/or attendance
- Literacy coach offered PD for K-5 teachers
- PD on – short cycle assessments / extended response writing
- PD in AMP curriculum for hybrid/virtual and traditional teachers
- Additional time added for each student in IXL for ELA
- Teacher based team meetings (2 per month)
- I-Ready sessions in ELA each day

To close the gap between SWD and general education students in Math
- PD in AMP curriculum for hybrid/virtual and traditional teachers
- Additional time added for each student in IXL for math
- based team meetings (2 per month)
- I-Ready sessions in Math each day

In-depth professional development in PBIS, curriculum, social-emotional learning
- PD in AMP curriculum

Wellness Grant, RAP and SIP work together to support students by:
- Aide for SWD resource classroom (K-4)
- Aide for SWD assisting (5-8)
- having access to a school counselor which work on Second Step, anger management classes, anti-bully small group
- therapist from Catalyst
- nurse time increased to 4 half-days
- parent liaison which helps connect our families with support
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Our remote learning plan included one-hour live sessions every day for Math, ELA and Science. Social studies assignments including some live sessions. They participated in mock testing, some elective classes, short cycle assessments, IXL and i-Ready. This team included teachers, Title teachers, IS and met with the DOA at teacher-based-team meetings.   Daily attendance was kept and monitored.

Summer 2021
Our summer boot camp will focus on reading and math. We will use i-Ready; therefore, it will support the SIP.

2021-2022
SIP goals:
To close the gap between SWD and general education students in ELA
- Title I writing workshop for Grades 3-5
- Literacy coach offered PD for K-5 teachers
- Additional time added for each student in IXL for ELA
- Teacher based team meetings (2 per month)
- I-Ready sessions in ELA each day

To close the gap between SWD and general education students in Math
- PD in AMP curriculum for hybrid/virtual and traditional teachers
- Additional time added for each student in IXL for math
- based team meetings (2 per month)
- I-Ready sessions in Math each day

In-depth professional development in PBIS, curriculum, social-emotional learning
- Revisit
  Social-emotional learning PD
  g) Book study on Teachers' Guide to Trauma
  h) review trauma project: team presentations from "Fostering Resilient Learners", "Lost at School", Reaching and Teaching Children Who Hurt", and "For White Folks Who Teach in the Hood".
  i) Professional development for teachers on "Protecting Yourself from Secondary Trauma", "How to Avoid Power Struggles with Children", "Reinforcement vs

	Punishment" and "Balancing Burnout and Self-care".

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- UDL (Universal Design for Learning)
- Re-set expectations and execute with fidelity:
  c) Quarterly standards board – delving into their curriculum. A Standards Board is similar to an interactive rubric for both the teacher and the students. It includes not only making the learning target/goal explicit, but each step needed to achieve mastery, positive and negative examples, conceptualizes chunking strategies, necessary vocabulary related to the learning target, and provides rich, timely feedback that enables students to build motivation and improve where necessary. We want to improve our PI score by 10 points and in doing so means radical changes.
  d) Short cycle assessments – We plan to bring back our "Amazing Race" program which includes grades 3-8 weekly academic competition.

Wellness Grant, RAP and SIP work together to support students by:
- Aide for SWD resource classroom (K-4)
- Aide for SWD assisting (5-8)
- having access to a school counselor which work on Second Step, anger management classes, anti-bully small group
- therapist from Catalyst
- nurse time increased to 4 half-days
- parent liaison which helps connect our families with support
- additional time scheduled for i-Ready

Our RIP and RAP help support our ELA SIP plans by using two Literacy Coaches.

Our remote learning plan included one-hour live sessions every day for Math, ELA and Science. Social studies assignments including some live sessions. They participated in mock testing, some elective classes, short cycle assessments, IXL and i-Ready. This team included teachers, Title teachers, IS and met with the DOA at teacher-based-team meetings.   Daily attendance was kept and monitored.

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2022-2023
We will continue to follow our current plans, review, evaluate and modify when and where applicable.

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Resources and Budget

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Foundation Academy has financially planned to meet student need by implementing the following:
- Wellness Grant (special education aide, Catalyst services, and parent liaison)
- Title 4 – school counselor
- Possible OCCS grant (1/2 math teacher and STEAM teacher)

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

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