



Learning Recovery & Extended Learning Plan

District Name:	Horizon Science Academy Toledo
District Address:	2600 W. Sylvania Ave. Toledo, Ohio 43613
District Contact:	Mrs. Rachel Snyder, Principal
District IRN:	000338

Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<p>Teacher lead data teams will play a large role in identifying student needs and identifying and implementing high yield teaching strategies to address student learning needs.</p> <p>State tested subjects will use the Restart Readiness Assessments (quarterly) provided by ODE along with the benchmark assessment (NWEA) 3 times a year as a means to identify student achievement gaps. In addition, HSAT will administer STAR reading assessments monthly in grades K-10 and we will continue to utilize our school wide common assessment tool (CATS) as a means of measuring standards mastery across all subject areas.</p> <p>All measures listed align with the OPI five-step process and the schools CCIP goals.</p>	
Spring 2021	<ul style="list-style-type: none"> Data teams will meet weekly to analyze student achievement results and implement high-yield instructional strategies accordingly Increase RTI services 1:1 technology resources Yellow bus services to and from school Utilize benchmark assessments (state provided and vendor provided) to identify gaps and prescribe targeted academic intervention 	Transportation:\$52,000 Vendor Assessment tools: \$16,000
Summer 2021	<ul style="list-style-type: none"> Small group instruction summer school 1:1 technology resources Yellow bus services to and from school Data teams identify skills to focus curriculum on Data teams identify students who should attend 	Student Achievement Incentives: \$2000 Transportation: \$14000
2021 - 2022	<ul style="list-style-type: none"> Data teams will meet weekly to analyze student achievement results and implement high-yield instructional strategies accordingly Increase RTI services 1:1 technology resources Yellow bus services to and from school Utilize benchmark assessments (state provided and vendor provided) to identify gaps and prescribe targeted academic intervention Increase credit recovery opportunities for HS students 	Transportation:\$160,000 Vendor Assessment Tools: \$16,000 Student Devices::\$40000



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Approaches to Identify Social & Emotional Needs

Approaches to Identify Social & Emotional Needs		
Spring 2021	<ul style="list-style-type: none"> • Young Men and Women for Change Day Treatment Program- Recommendations to the program based on the need of the student SEL, grades, merits and attendance. YMWFC provides transportation, internet, social distance and a hot meal and snack in a small group environment. Additionally they offer behavioral health support with partnering mental health LLCs. • Data was collected by awarding negative ROAR Merits and/or Referrals for attendance issues, academic behavior issues and inappropriate online behavior in our CSSIS Database. • The Attendance Officer informed the SEL team of students who missed 72 hours of school or more. • Regularly scheduled TBT meetings were held with grade bands and the SEL Team participated in the discussions of students of concern, as an identifier of the most vulnerable student population. 	Expenses previously noted
Summer 2021	<ul style="list-style-type: none"> • HSAT Summer School Program • Logging student interaction in the CSSIS Database for documentations. • The Assistant Principal of Discipline will work with summer school educators to build into the curriculum SEL standards. • If a recommendation for a disengaged summer school student comes to the SEL Team, they will work to identify barriers and resources needed. 	Expenses previously noted
2021 - 2022	<ul style="list-style-type: none"> • Homeroom- 8:00AM-8:20AM Built into the student schedule, homeroom teachers are to complete SEL Check-in with students (ie- Attendance, merits and grade checks, Tier II Interventions and Supports decided by TBT grade bands). Homeroom teachers will build rapport to serve as a consistent trusted adult in the school for SEL needs. • Young Men and Women for Change- In-School Suspension monitoring and support for return to regular education. • Progressive approach to reintegrating the PBIS Universalized approach with students and guardians. • The Attendance Officer informed the SEL team of students of concern. The team then responded according to the need. • The SEL Team identified and partnered with community resources to 	Budget needs for PD Trainings and CPI Certification: PD:\$5000 CPI:\$2000



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	<p>aid parents, students and families with the appropriate resource, per need. (ie- Hope Counseling Center, Willow Center, Mosaic Ministries, etc)</p> <ul style="list-style-type: none">• Socially distanced home visits were conducted to serve as wellness checks, SEL check-ins, food distribution and technology distribution.• SEL Team offered a regularly scheduled virtual and in person meetings with students who display mental health concerns, to serve as support and monitor progress.• Lucas County Children Services were notified when truancy, neglect and abuse were suspected in the home.• CPI Professional Development for the entire school.• Professional development for Tier II Interventions and Supports as a universalized approach to restorative practices. The school will fund the PD training for Tier II.• Continued trauma informed care professional development	
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Approaches to Address Social and Emotional Need

Approaches to Address Social and Emotional Need		
Spring 2021	<ul style="list-style-type: none"> ● Young Men and Women for Change Day Treatment Program- Recommendations to the program based on the need of the student SEL, grades, merits and attendance. YMWFC provides transportation, internet, social distance and a hot meal and snack in a small group environment. Additionally YMWFC offer behavioral health support with partnering mental health LLCs. ● Data was collected by awarding negative ROAR Merits or Referrals for attendance issues, academic behavior issues and inappropriate online behavior in our CSSIS Database. ● School personnel transported students who were in need of having access to education and IEP services, due to the lack of response to the home environment structure while remote. Additional transportation options were provided to students and parents in mental health counseling fulfillments. ● The Attendance Officer informed the SEL team of students of concern while remote and hybrid. The team then responded according to the need. ● The SEL Team identified and partnered with community resources to aid parents, students and families with the appropriate resource, per need. (ie- Hope Counseling Center, Willow Center, Mosaic Ministries, etc) ● Socially distanced home visits were conducted to serve as wellness checks, SEL check-ins, food distribution and technology distribution. ● SEL Team offered a regularly scheduled virtual meeting with students who displayed mental health concerns, to serve as support and monitor progress. ● Lucas County Children Services were notified when truancy, neglect and abuse were suspected in the home. 	Expenses previously noted
Summer 2021	<ul style="list-style-type: none"> ● The SEL Team will identify and partner with community resources to aid parents, students and families with the appropriate resource, per need. (ie- Hope Counseling Center, Willow Center, Mosaic Ministries, etc) ● Socially distanced home visits were conducted to serve as wellness checks, SEL check-ins, food distribution and technology distribution. ● SEL Team offered a regularly scheduled virtual meeting with students who displayed mental health concerns, to serve as support and monitor progress. ● Lucas County Children Services were notified when truancy, neglect and abuse were suspected in the home. 	Expenses previously noted



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2021-2022

- **Homeroom-** 8:00AM-8:20AM Built into the student schedule, homeroom teachers are to complete SEL Check-in with students (ie- Attendance, merits and grade checks, Tier II Interventions and Supports decided by TBT grade bands). Homeroom teachers will build rapport to serve as a consistent trusted adult in the school for SEL needs.
- **Young Men and Women for Change-** In-School Suspension monitoring and support for return to regular education.
- Progressive approach to reintegrating the PBIS Universalized approach with students and guardians.
- The **Attendance Officer** informed the SEL team of students of concern. The team then responded according to the need.
- The SEL Team identified and partnered with community resources to aid parents, students and families with the appropriate resource, per need. (ie- Hope Counseling Center, Willow Center, Mosaic Ministries, etc)
- Socially distanced home visits were conducted to serve as wellness checks, SEL check-ins, food distribution and technology distribution.
- SEL Team offered a regularly scheduled virtual and in person meetings with students who display mental health concerns, to serve as support and monitor progress.
- Lucas County Children Services were notified when truancy, neglect and abuse were suspected in the home.
- CPI Professional Development for the entire school.
- Professional development for **Tier II Interventions and Supports** as a universalized approach to restorative practices.
- Continued trauma informed care professional development
- Ridge Project- TYRO Sthenos- Goal setting, empowering youth to encourage each other and hold each other accountable through physical fitness (High School).
- Ridge Project- TYRO for Middle School- Character educational support and service to supplement teacher led instruction.
- Detective Pete (Community Officer- Sex Trafficking) assembly for High School (due to sensitivity) to discuss and address online predators and wellness.
- **Job and Family Services-** Identifying abuse and responding to abuse in the home for student education and compliance.

Attendance services and support: \$45,000