

Learning Recovery & Extended Learning Plan

In February Governor DeWine asked schools to design plans that would help students advance and make up for any learning that may have been delayed or lost because of the coronavirus pandemic. The following is the current Plan for Franklinton High School, Columbus Ohio.

District Name	Franklinton High School
District Address	880 S. Wayne Ave. Columbus, Oh 43204
District Contact	Martin Griffith
District IRN	019226
Determining Academic Need	Monitoring and disaggregating through in-person and on-line learning options; student attendance, monitoring student engagement; monitoring student demonstration of mastery expectations for individual courses and in the aggregate. Monitoring student engagement comparing in person, remote learning, use of Google Classroom, and use of online curriculum. Monitoring course completion, grades earned, Incompletes earned; .Monitoring progress toward earning sufficient credits to remain on a four year graduation path. Monitoring student progress in meeting state testing expectations needed to meet graduation requirements. Monitoring ability of students in remote settings to easily access instruction, assessments, to participate in diagnostic assessments, to meet office hour appointments, work with tutors and intervention specialists, participate in Morning Meeting, engage with peers. Monitoring students with transportation concerns that keep them from attending school. Ability of the school personnel to contact students on a regular basis and to engage families in support services, mental health supports, provide meals.
Filing Academic Gaps	Collaborative recommendations from staff for targeted interventions. Increasing learning time, and increasing intensive instructional focus. 1. Developing during the current school day intensive accelerated learning that is focused on securing necessary pre-requisite learning. Strategies are part of professional development, and are monitored, with feedback provided to teachers. 2. Extending the current school day two hours focusing on academic study tables, relationship building activities, career identification, further education focused goals and activities. 3. Developing a 2021 summer program that will focus on Youth Development activities/ SEL areas/ relationship building, and career identification activities.
Determine Competency	Increase the number of Student Success Plans completed. Reduce the number of Incomplete grades. Increase number of students with course completion. Increase the number of students reaching graduation requirements.
Determining Social Emotional Needs	Monitoring student self-reported SEL concerns on school survey, and on-going well-being check-ins. Administer 40 Developmental Assets survey specifically to identify student perception of relationships with peers and adults, and the overall school climate. Gather family input on their concerns and hopes for the school year to come

Addressing Social and Emotional Needs	Use student feedback to identify one or two focus areas that are high impact and highly actionable. Add specific time to Advisory, Morning Meeting, and classroom time for relationship building, development of students' self-awareness, capacity to accept and embrace all feelings, acknowledge these, and label them. Currently revising at least 9 th grade courses to include focused attention on character trait development and awareness. Develop school-wide 'Claim-a-kid' so that every student has a adult who is specifically building a relationship with the student.
Professional Learning	Weekly collaborative planning, school year - day long professional development, and extended beyond the school year time professional development addressing intensive accelerated learning focused on attention to necessary pre-requisite learning; developing summative mastery assessment rubric expectations; providing feedback to students on pre-requisite learning expectations, and feedback regarding attainment of summative expectations. Prioritize relationship-building school-wide, classroom-by-classroom as a key component to promoting social and emotional development during transition periods. Review Restorative Practices and the role this practice plays in assuring a positive school culture, students learning to self-regulate, and student development of positive self-efficacy. Review of expected adult behaviors identified in the school's Instructional Compendium addressing both SEL and academic learning.