



***Safe Return to In-Person Instruction and Continuity of Services Plan
Local Use of Funds – Summary***

The purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund is to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on the nation's students by addressing students' academic, social, emotional, and mental health needs.

Section 1: Prevention and Mitigation Strategies

ARP Act ESSER III funds may be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools. In order to continuously and safely open and operate schools for in-person learning, the school will use ESSER III funding to implement prevention and mitigation strategies as described below.

The school will replace/upgrade technical infrastructure to expand capacity and access for all students. The school will purchase technology devices (laptops) for staff and students to expand the capabilities and access of teaching and learning for teachers and students use. These tasks will prepare the school for remote readiness and continue to assist prevention of the spread of COVID-19 and therefore will help ensure a continuity of services.

The school will improve internal and external classroom environments. This redesign will assist with better social distancing for students and families as well.

The school will maintain social distancing requirements in all areas of the school building while also reinforcing the correct wearing of masks for all vaccinated and unvaccinated individuals that are in the school building. Handwashing and respiratory etiquette will be required and signs will be posted in all restrooms, classrooms, and common areas stressing the importance of appropriate hygiene. Funds will be utilized to ensure the safety of the building for cleaning supplies and costs associated with the maintenance of the building to ensure a safe environment.

Section 2: Use of Funds to Address Learning Loss

Section 2001(e)(1) of the ARP Act requires each LEA to use at least twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions, summer learning or summer enrichment, or after school programs. The school will use ARP Act ESSER III funds to address learning loss as described below:

Over the next three years, the school plans to fund reading and math interventionists (title teachers) intervention specialists (teachers), and classroom aides to assist students with content-specific support as well as socio-emotional support needed to bridge the learning loss gap. Replacement of vacant staff positions and additional staff positions will provide for assisting



students across multiple classes/grades in terms of differentiation, interventions, and evidence-based practices to improve teaching and learning. The school will also make available after school tutoring, summer programming and expand upon career-based and college readiness programs. Over the next three years, the school plans to continue and expand curriculum to support learning opportunities and access for students through online platforms and shared document platforms.

Section 3: Spending of Remaining ARP ESSER Funds

Section 2001(e) of the ARP Act permits schools to use the ARP Act ESSER III funding not reserved to address learning loss to address the impacts of COVID-19 in a variety of ways. The School will use ARP Act ESSER III funds in accordance with Section 2001(e) of the ARP Act as described below. The school will utilize funds to replace and expand staff to align with social distancing and health protocol guidance. Students and staff will benefit by replacing/additional Para-pro support to our classrooms providing individualized support for students within and beyond the classroom learning environment. The replacement/additional staff provides adequate and equitable access to learning opportunities for all students while maintaining current health orders in place due to COVID-19.

The school will also use funds to support building upgrades and maintenance that will ensure the building remains safe for all individuals.

Section 4: Section 5: Addressing Students’ Academic, Social, Emotional, and Mental Health Needs

Academics and Socio-emotional health go hand-in-hand for student success. The school will partner with other agencies and organizations to provide health and wellness opportunities for students. These partnerships assist in addressing the social, emotional, mental health and wellness needs of all students particularly those students disproportionately impacted by the COVID-19 pandemic (disadvantaged, minorities, English learners, children with disabilities, students experiencing homelessness), These partnerships also assist with coordination of available resources students removing barriers for academic and wellness success.

The school is also developing a three-year plan for engaging students in a more robust PBIS program (House Academy) that will require the use of ARP ESSER funds to support the program. This program will also encourage parent and family participation and support to ensure success of the students and program and will engage the community for their support while also creating a sense of family at the school.

| Local Use of Funds - ARP ESSER | |
|---------------------------------------|-----|
| South Side Academy | |
| Learning Loss: | 33% |
| Social/Emotional/School Culture: | 23% |
| Building Imp. for Safe Learning: | 41% |
| Cleaning of Building: | 3% |



Safe Return to In-Person Instruction/Continuity of Services Plan

1. How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

It will be required for vaccinated and unvaccinated individuals to wear a mask while in the school building. Masks will be required to be worn appropriately and correctly.

Physical distancing will be encouraged in all classrooms and common areas.

Handwashing and respiratory etiquette will be required and signs will be posted in all restrooms, classrooms, and common areas stressing the importance of appropriate hygiene.

The cleaning and maintaining of healthy facilities will be at the forefront of the custodial staff of the building, with the cleaning of common areas and restrooms occurring at least every other per hour, and classrooms at least 2 times per day.

Teachers and students will disinfect desks and common supplies at least once per hour.

The school will maintain its efforts to provide vaccinations to educators, other staff, and students, if eligible by providing PTO and excused absences as needed,

The school will provide for appropriate accommodations for children with disabilities with respect to health and safety policies.

The school will continue to purchase cleaning and sanitizing supplies for deep cleaning and sanitizing of the building.

The school will continue to purchase necessary cleaning and sanitizing supplies for hourly cleaning and sanitizing of each classroom.

The school will continue to purchase supplies necessary for social distancing, student and staff masks, if needed, and to allow for separate school supplies for individual students.

The school will purchase water bottle fillers that limit exposure to touching the surfaces.

2. How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year?

The school is prepared to address the academic impact due to the loss of rigorous instructional time by continuing to implement the evidence based strategies that have proven to be an effective tool for enhancing the academic program at the school, while also strengthening the academic program with additional Tier 1, 2, and 3 evidence-based strategies and programs in both academics and behavioral initiatives.

After-school programming, open to students in all grades, has commenced in March of 2021 and will continue throughout the school calendar (August – May). In addition, after school programming is being offered by classroom teachers, as well as, being contracted by community



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vendors to provide for standards based instruction centered upon remediation of learning gaps, as well as, for enriching the mastery content of our high achievers.

Summer School Programming, open to students in all grades, has commenced in June of 2021 and will be offered throughout the summer months (June – August) for the next consecutive three years. The school's summer program consists of 4-hours per day for 4 days per week and continues for 9-weeks. Classroom teachers and contracted community vendors are providing the instruction for the students. Instruction is based upon the spring administration of the NWEA Map test. Utilizing the students most recent RIT score and the student's Profile Report, the instructor is able to identify the largest gaps in the student's standards mastery and tailor instruction towards those standards. At the conclusion of the summer program, the students are given a summer administration of the NWEA Map test to determine student growth. This will allow grade-level teacher for the grade the student is entering to be provided with real-time data that will permit the teacher to make data informed decisions in regards to instruction starting immediately once school starts.

The BLT and DLT has spent a large portion of FY21 researching and sampling multiple curriculum supports that are ESSA Rated Tier 1 to help support the model curriculum and instruction. The curriculum supports that have been selected and will be provided to the school that will encompass digital and student consumable materials. The materials selected have been specifically chosen for their inclusion of remedial, grade-level, and enrichment lessons that are included within each instructional lesson to help differentiate instruction to meet each child's specific learning needs.

Professional development for teachers and administration will be a large focus for the next 3-years. Vendor training in the areas of data-driven instruction, data analysis, instructional delivery, foundational skills instruction and components of foundational literacy, and integrating cross curricular skills will be the main areas of professional development. These topics are aligned with the strategies that have been outlined in the One Plan, as well.

Tier 2 and 3 Resources – the BLT and DLT has determined that the largest impact that will make a significant difference in addressing the academic deficits that currently exists will be to ensure the fidelity of Tier 2 and Tier 3 instruction and curriculum supports. This includes the acquisition of additional personnel who will be responsible for delivering Tier 2 and Tier 3 instruction and supports, curriculum supports, professional development for remedial services and strategies, and assessments. Larger numbers of students are struggling in basic reading skills than normal, therefore, a Tier 3 resource such as the Wilson Reading Program will be implemented to address the gaps in reading fluency needed for 1:1 instruction for our most at-risk students. The FUNdations programming for Tier 2 will be implemented to address interventions for small group reading fluency and decoding, while the Tier 1 curriculum will be utilized to address in-class interventions and resources.

Classroom Walk-Throughs and Consistent Feedback – in order to address the lack of academic progress, the BLT and DLT has agreed that classroom walkthroughs need to occur on a routine



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basis for each and every classroom and support teacher in the school. Using the classroom walkthrough tool, the school administrator will conduct weekly walk-throughs on every classroom and support teacher and will conduct 1:1 feedback meetings to provide for consistent communication in regards to the improvements and areas of instructional growth that needs to occur. This level of observation and feedback will permit the teachers to continue to refine their skills, analyze their teaching in correlation to student data, and make adjustments as needed. Professional development and training will be arranged as needed.

Additional Title and Paraprofessionals will be hired to ensure that students are being provided with interventions, small group instruction, student supports, and a learning environment that is conducive to supporting students who are in definite need of Tier 2 and 3 interventions.

School and student culture – the school is working to redefine its school culture to address the areas that were damaged by the recent pandemic. A new facelift to the building, upgrades to the facility, refinements/improvements to the PBIS program, and other areas associated with school and student culture are being made to ensure students feel safe and healthy in their school environment. Only when these needs are met, can students begin to make changes to their academics. The DLT has arranged for the building administration to attend out-of-state professional development at the Ron Clark Academy to help drive new initiatives for school culture (House Academy) and to help drive the re-engagement of our parents and community members with the school.

Transportation – a large portion of the funds will be utilized to provide for bussing and transportation for our after school tutoring and summer school programming to help with closing the academic gaps. Our families often do not have the means necessary to get their child to these supplemental programs, therefore, to ensure that our students are able to participate in these programs, transportation will continue to be budgeted and utilized so that our students can participate.

Purchased Services – Instruction – school staff is currently providing after school and summer school programming. The school is utilizing ESSER funds to pay our staff to provide for these enriching academic and extracurricular activities. To remain competitive with other local charters and public schools, the school offers a competitive hourly rate for providing academic services after school and summer hours.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The school will be utilizing the goals and strategies outlined in the LEAP plan in regards to retaining qualified teachers as well as allocation of funds in hiring efforts for qualified candidates. Also consistent with the plan, the school will be providing teacher stipends for retention. The school recognizes that FY21 was an extremely difficult school year in which teachers were required to teach in uncertain circumstances, faced with situations that were never experienced before, in very stressful personal and professional times. In recognition of this, the school has



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planned to administer retention stipends for 100% of staff members as determined by the level of tenure. This also helps the school compete with local public schools who are able to compensate their employees at a much higher salary than our school. In order to stay competitive, the school has to provide for a much needed monetary award for those that have been loyal to the school and its students.

The school is offering free counseling services for all staff members who may need to take advantage of these services due to the after effects of the pandemic. The safety of our staff and their mental health is at the forefront of our efforts.

The school facility is being updated as needed to ensure safe water drinking (water bottle filling stations), upgraded HVAC, removal of old carpeting to replace with tile for easy cleaning, sanitizing stations, and other repairs and improvements that ensure the health, well-being, and safety of all persons who are in the building.

The addition of personnel who will be responsible for students supports and will serve as a liaison between the school, student, family, and community will be hired to ensure fluidity between the school programs and students success. This person, the Student Support Liaison, will be dedicated towards ensuring student success in academics, social-emotional learning, and behavior. Organizing and arranging for in-school and out-of-school support systems and programs, in-school programming, counseling, mentoring, and other programs associated with student support and success will be the prime focus in this role.

The school has elected to utilize SEL screeners (SAEBRS) that will be administered 3 times per school year to identify students needing support and interventions. The fall diagnostic will be used to identify students, while the winter and spring will be used as a progress monitoring tool for those that have been identified as needing support and/or interventions. Students that did not test in the at-risk bracket for needing services in the fall will still be administered the screener in winter and spring to ensure they are making progress in the tier 1 supports that are implemented into classroom instruction. In addition, the use of teacher and parent referrals will assist with the identification of students needing supports, as well as the data gathered from office discipline referrals for specific students and correlating infractions.

The school will make purchases associated with supporting digital technology for instructional purposes in the classroom. In order to provide our students the opportunity to advance their skills in technology and its uses, our teachers need to be equipped to use the technology in their classrooms and use the technology in ways that the students are able to use it as well. Digital licenses for curriculum will be purchased so that students can become more acclimated to using digital programs (Google, documents, spreadsheets, apps, presentations, etc.) The school is continuing to work towards 1;1 technology devices for the students with the teachers having access to interactive whiteboards/smartboards or similar instructional solutions.



STEAM instruction – the school has been dedicated towards its implementation of a STEAM school. The implementation of a STEAM program ensures our students are afforded with an education that is rigorous and prepares them for higher-level thinking and doing, and future success in high school and beyond. Our teachers require preparation and training that will be provided by the vendor (PLTW). The materials and supplies associated with the STEAM education requires funding as well. The integration of STEAM programming helps to bridge the gap in our students' academic learning as this type of programming and instruction addresses multiple intelligences and assesses students in different modalities than the traditional computer test/paper and pencil. Assessments from this form of instruction will enable our teachers to ascertain what areas of growth the students are deficient in based upon their project based assessment.

Writing will be a formalized unit of study in grades K-8 to help reinforce writing and reading standards and to promote the mastery of the standards collectively. The Units of Study Writing Program (Lucy Calkins) has been researched by the BLT and DLT and was selected to be used as the curriculum support. Vendor training for the staff has been set and the progress of this initiative will be monitored through the use of classroom walkthroughs. The intent is to strengthen the use of writing and reading together to increase student mastery of the learning standards and to apply the writing standards across the content areas.

Foundational Literacy Focus – the BLT has identified that the foundational skills in our K-3 grades needs to be at the forefront of our early literacy program. The BLT is in progress of finding an SST or ESC trainer that will provide foundational skills training on a consistent basis for our teachers in grades K-3 each month or quarter. The data indicates that our K-3 students are lacking in the necessary foundational skills in order to be fluent readers by 4th grade, therefore, the emphasis on these early grades is critical. The use of MAP Fluency assessments has been recently purchased for students in grades K-5 to help assess them in these areas and to identify target areas for remediation from title services.

The school is working to develop a data platform called the Empower Hub in which all school data related to the school's success is housed. Data related to teacher walkthroughs, community engagement, student attendance and behavior, OST and Diagnostic data, and student trend data will be housed in this central location for all school groups to utilize. Having the data in one central location will provide for an easy access to the data is central to making the decisions based upon the strategies that are working and those that are not. Correlating evidence based strategies to data outputs will be an easier process and will allow the TBT's and BLT's the access they need to gather well-rounded data points to ascertain whether a certain strategy is proving to be an effective gap closing strategy or not.

Teacher professional development will be an ongoing project in which to provide for rigorous training for staff in areas of post-pandemic issues. Issues such as student mental health and awareness strategies, post-traumatic stress disorders, dealing with kids in crisis, poverty training, and other related training due to the issues surrounding the pandemic. Training for teachers themselves will also be provided to ensure the mental well-being of our staff as well. Recognizing



their own personal health and well-being will continue to be at the forefront of our efforts. Administrative training for recognizing these same symptoms in adults will also be provided so that administrators can be aware of these concerns in their adult staff members.

The school and management company continue to conduct building walkthroughs to identify areas in the building that can be renovated to provide for proper air circulation, upgraded safety measures, and other facility issues that will ensure a safe environment for all persons who are in the building.

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students

The school follows a strict process for progress monitoring all of its goals in the One Plan. The strategies in this plan enrich the One Plan with a more rigorous focus on closing academic gaps (including all subgroups), readdressing parent engagement, connecting with more community vendors, and ensuring a safe and healthy learning environment by addressing student and staff social and emotional health. The TBT's are the first group to analyze the data to make real-time adjustments to their daily instruction if academic gaps are not being addressed. Using exit slips and Constructed Responses (short-answer questions administered 3 times per week in reading and math), the teacher has the immediate flexibility to make needed changes after reviewing student performance on the daily exit slips and weekly CR's (Constructed Responses). Once per month, teachers administer a short-cycle assessment that assesses the students on the standards that were taught in the previous 4-weeks. Teachers use the data collected from the student performance on the short-cycles to analyze whether the evidence based strategies that the TBT team chose to implement are proving to close the academic gaps for all or some subgroups. The team drills down to identify if certain subgroups, or certain students in subgroups, are still not mastering standards. The TBT uses this analyze data to make informed decisions about the instructional strategies to utilize moving forward in the next 4-weeks of planning for the short-cycle assessment. The BLT uses the data provided by the individual TBT's to determine if goals and strategies are being met at a pace that is conducive for student mastery and attainment of grade-level standards by the end of the quarter. To get students on track and keep them on track, the BLT ensures that a certain level of pacing is evident in the TBT's data output. The BLT utilizes the One Plan progress monitoring tools on the actual plan to determine if the action steps and strategies are being addressed and making progress. The BLT will use the data in the Empower Hub to analyze school wide data to see the positive or negative trajectory of data for the school as a whole and make necessary adjustments as needed (administrator support, additional walkthroughs and feedback, professional development, coaching plans, etc.).



The DLT will meet to review the data provided by the BLT on a continuous 6-week cycle. The DLT will analyze gap closing data, behavior and attendance data, and parent and community engagement data and will utilize this to compare to previous years' data to identify any patterns or trends, as well as to identify if the school is closing the academic gaps in the subgroups. The DLT uses the measures provided by the school report card to help provide appropriate data points in which the school should be meeting at certain times throughout the year to remain on track and to ensure gap closing measures are adhered to.

Parent surveys will be administered three times per year to receive relative information from our parent stakeholders in terms of their opinions on the school's progress in meeting their child's needs (academic, behavior, social and emotional).

The use of community vendor who will provide student counseling will assist in providing monitoring of student progress in social and emotional health.

Sign in sheets for all students and staff members who are involved in summer programming and after school tutoring will be collected to track students who have been taking advantage of these services.

The EMPOWER Hub will be an integral component for documenting data for individual students as needed.

Transportation for after school and summer programming is an essential component of this supplemental program for our school. Our parents rely on our school to provide this as many of them do not have means to transport their child to the school. The school will continue to use the funds for this grant to provide for transportation for these programs so that it may be accessible for 100% of our students.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

The school utilized its most recent diagnostic data from Spring of 2021 using NWEA RIT scores and compared these to the spring scores from Spring 2020, 2019, and 2018. Using these 4-years of data, the school was able to drill down into each grade-level to identify the patterns, if any, of standards that continuously proved to be an academic gap for students.

Disaggregated subgroups were created to allow for a greater data dig into student populations that were of the greatest need (most at-risk students, students at risk of dropping out, ELL students, students w/IEPs, low attendance students, students w/high amounts of behavior referrals).

The school then utilized the NWEA RIT scores for each student in reading and math to assign the proficiency ranking that correlates to the RIT scores to identify the students into groups of those that were most at-risk of developing larger academic gaps and those that needed immediate RTI



interventions and possible Tier 3 interventions. Teachers at each grade level then utilized the Student Profile reports to identify any trends in standards that students in each proficiency ranking had as standards not met and at the very low end of mastering. These standards have then been identified as either needing to be spiraled into instruction, used as exit slip/CR review, mini-lesson, remedial instruction, completely retaught, or used as homework review for this group of students. Teachers continue to do this strategy after each administration of the NWEA assessment to help identify which students are making progress, which students are not making progress, and which students are making negative progress. A continuous review of data helps to ensure that teachers are not inadvertently misidentifying students.

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

The school intends to immediately begin utilizing these funds starting in July of 2021 to support the employment of support personnel, curriculum supports, professional development, facility upgrades, improvements, and repairs, and for summer programming and tutoring. The school plans on a steady timeline of implementation of the initiatives outlined in this plan to help support the students and staff at the building in a pace that is conducive to the programs that complement the school year.

Major facility upgrades and repairs will commence in July of 2021 and will continue until all facility upgrades are completed. Additional major repairs and upgrades will then continue throughout the school year during student breaks for holidays and summer months.

Minor facility repairs and upgrades will commence in July of 2021 and will continue throughout the duration of the project as long as it doesn't interfere with student learning.

Teacher professional development will start as early as July of 2021 and will continue throughout the life of the funding as training will be tailored towards the needs of the building.

The purchasing of curriculum supports and vendor training is currently in the researching phase and is ready to be purchased pending the review of the grant.

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

The school intends to use the ARP ESSER funds to promote remote learning only in the event that the state's Governor mandates remote learning. Funds will be used solely to continue our regular in-person learning on-site.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment;



and/or tracking student attendance and improving student engagement in distance education.

The school uses a variety of short-term and long-term assessments to ensure that real-time data is being utilized to help drive immediate data driven decision making as well as long-term goal setting and progress monitoring. Exit slips are utilized for daily monitoring of the standard mastery that was included in the daily lesson in math and reading. Following the conclusion of the lesson, the teacher administers an exit slip to determine whether students have mastered the lesson or whether they need remediation. Teachers review student results after class/school to determine if the next lesson needs to be modified to accommodate for differentiated instruction or if the students are ready to move on to the next lesson. Constructed Response activities/questions are administered to students 3 times per week in reading, math, and science. These include 1 question that is typically at a DOK level of a 2.5 or 3. This question/activity is only meant to take the student 5-8 minutes to complete and is often reflective of the type of question the student will come across on the OST assessment. (short-answer). This helps the teacher understand whether the student can synthesize information to put together an answer that includes multiple steps. This data is used to determine if future lessons need to be scaffolded better to help students or if the students are able to compete these type of tasks with independence. Small groups of students are normally formed after the receiving results on the CR's for students that need differentiated instruction on the HOW to complete these type of questions by working in steps. Support staff are often brought in to assist with students struggling with completing CR's as these are often higher complexity questions that require deeper thinking.

Short-cycle assessments are administered on a 4-week basis in all content areas, and include the standards that were taught in the previous 4-weeks of instruction. These assessments include standards from previous short-cycles that were not mastered with an 80% mastery rate and have been included for spiraling purposes. Teachers use this data to inform instruction and to identify which standards need to be remediated, reviewed, spiraled, and which students need interventions. The review of student data is discussed in TBT meetings. Support staff is included in these meetings so that each student's support system is able to offer information and identify the areas of greatest need for the student. Possibly interventions are identified in these meetings, as well as evidence based strategies for implementation for Tier 1 and 2 interventions.

NWEA diagnostic assessments are administered to students three times per school year. The results are used to ensure student growth and to place students into proficiency rankings using their most recent RIT score. Using the short-cycle data, teachers and administrative staff project goals for each student and meet with students each month to conduct goal setting meetings. Trends and patterns are often brought to the attention of the parent during parent-teacher conferences which are held once per quarter. Parents are given a narrative of their students' results on exit slips, CRs and Short-Cycle Assessments, and a print out of their student's progress on the MAP test as compared to their progress on the classroom assessment for comparison. Parents are given tips and evidence based strategies to utilize at home to help reinforce classroom practices while the student is completing homework and to help strengthen solid reading and study habits.



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The school is working to create a data culture that is not only strengthening student culture but also the data work that goes into the ensuring all students are being given the necessary educational supports that will promote their success in closing any gaps and their future success. Re-establishing connections with the parents and families of our students is going to be a large endeavor while also working to close the academic gap. Parents have taken a very complacent demeanor regarding school attendance and progress. The school is going to make every effort to motivate our parents to take a concentrated effort in their child's education and the strategies they can implement at home to extend their learning after the school day has ended. Parents have been supportive of the after school and summer school programming when transportation has been provided, therefore, the school will be researching for transportation companies that will transport after school tutoring students after the tutoring.

The school has elected to increase the number of parent and community engagement events to at least 2 events per month to re-engage our school community. All events will have an academic and cultural/climate theme so as to promote the importance of both fun and academics to our families.