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FY 2023-2025 Student Wellness and Success Plan Unity Academy High School

Identification of Need/Goals/Strategies – Student Wellness & Success Funds

Unity Academy High School (UA) District is committed to having our staff create and foster a culture that embraces the “whole child” and enhances student well-being. Our classrooms will continue to nurture a sense of belonging as a daily practice in all grade levels. We continue to implement programs and strategies for prevention and support via the district’s mental health team – including nurses, counselors, community liaisons, psychologist, diversity and wellness coaches, in coordination with the Comprehensive Education Consultants, and the Ohio Dominican University’s Social Work Department. We will continue to create awareness of mental health and “it’s ok to not be ok” with both students and staff.

Goals:

- Students will be physically, intellectually, and socially safe.
- Students will access experiences and opportunities aligned to their strengths and interests during and beyond their time in UA.
- Students will be connected to peers, adults, and the curriculum.

Strategies:

- School environments are developed and sustained as places where all are cared for, valued, and respected.
- Rigorous learning opportunities, educational resources, and social support are accessible to all students.
- Evidence- and data-based systems of academic, physical, social, and emotional support are used to meet the individual needs of each student.

Estimated # of students directly/indirectly impacted: 50

Plan for the use of the Funds

The Student Wellness and Success funds for FY2023-2024 will be used in the following ways:

- A. Mental Health Services: Funding will be used to provide a School Counselors and/or a Social Workers to support student needs and provide additional behavioral health supports.
- B. Physical Health Care Services: Funding will be used to employ a Nurse and develop on site partnerships to provide a clinic to facilitate additional healthcare supports during the school day.

C. Prevention Services: In coordination with, and supported by our Comprehensive Education Consultants contract service provider, we will also employ an Intervention Specialist/Special Education Coordinator as a Teacher Leader-Well-Being. This will provide additional support to students and staff to promote mental wellness, as well as assisting our staff in identifying students at increased risk for substance abuse, and provide students with instruction in suicide prevention. In addition, we will develop a partnership with our local ADAMH Board.

D. Wellness Coordination: Employ Student Support Coaches/Manager to departmentally support and oversee our Wellness Program – providing coordination over the selection, planning and implementation of district wellness initiatives, facilitating support from our community partners, and plan for the use of all forms of funding sources available earmarked for Wellness to promote our goals and initiatives. The Student Support Coach/Manager also assists staff in identifying student and family needs, engages and collaborates with district teams and administrators to implement programming and provide supports for both students and staff.

E. Family Engagement and Support: UA will employ Community Liaisons to provide additional supports to families and students including facilitating effective communication in all languages, support incoming students through our Orientation classes that welcomes new students to our district, and providing opportunities for engagement related to curriculum, skills and student needs.

Identification of Needs/Goals/Strategies – DPIA Funds

As we strive to educate the “whole child”, we work to develop a curriculum that clearly relates to the lives of students. To that end, we target our curriculum to the elementary, middle, and high school levels. Our staff members develop our courses of study based on Ohio’s Learning Standards. The district offers professional development for teachers, researches best practices for teaching standards, and makes data-driven decisions that enable all students to become capable readers. The district will continue its efforts to meet the needs of every student and to ensure they are able to thrive in the 21st century.

We embrace the diversity of UA and tailor our instructional practices to meet the needs of all the students we serve. We place a heavy emphasis on literacy that is designed to include the language arts and mathematics. We use various instructional models to facilitate learning as well as allow teachers to get to know students and their needs. We provide access to additional resources for our students, including with the Columbus Public Library.

Goals:

- Students will meet or exceed growth metrics in one or more of the district component grades to three stars or higher as indicated on the state report card by the end of the 2024-25 school year.
- Students will access experiences and opportunities aligned to their strengths and interests during and beyond their time in UA.
- Students will be connected to peers, adults, and the curriculum.
- Students will meet or exceed expected grade-level benchmarks on local and state assessments and display independence and responsibility for their learning.
- Staff will provide purposeful quality teaching and learning, strong individualized standards-based instruction, and intentional interventions and enrichment, based on knowledge of students’ academics, interests, and mindsets, to build specific content knowledge and skills.

Strategies:

- School environments are developed and sustained as places where all are cared for, valued, and respected.
- Rigorous learning opportunities, educational resources, and social support are accessible to all students.
- Evidence- and data-based systems of academic, physical, social, and emotional support are used to meet the individual needs of each student.
- Substantive, specific, and timely feedback is given to support the learning of every student.
- Student needs are met by analyzing student learning and thinking, anticipating obstacles, and personalization of instruction and intervention. —
- Instructional design reflects students' experience, culture, and developmental characteristics and provides engaging opportunities for students to demonstrate learning and thinking.

Estimated # of students directly/indirectly impacted: 50

Plan for the use of the Funds

The Disadvantage Pupil Impact Aid funds for FY2023-2024 will be used to support established initiatives/activities in the following ways:

- A. **Reading Improvement and Intervention:** The district will employ a Reading Intervention teacher to provide additional support to improve student achievement and reduce reading disparities. We also will utilize a Phonics research based Reading curriculum to support UA students with the implementation of the Science of reading.
- B. **Family Engagement activities –** Hosting parent education nights to create opportunities for families to engage in learning skills, content, and curriculum being taught to the students. Communication applications that support timely and regular two-way communication for school updates, important information, parents concerns and feedback.
- C. **Extended school day and school year** to enhance learning opportunities and provide additional support, such as offering high-dosage tutoring.
- D. **Instructional technology –** purchase adaptive online intervention program aligned to Tier 1 instructional materials or curriculum.