



Learning Recovery & Extended Learning Plan

District Name:	Elida Local Schools
District Address:	4380 Sunnydale Street
District Contact:	Joel Mengerink, Superintendent
District IRN:	045773

On February 9, 2021, Governor DeWine asked schools and districts to work with their communities and educational stakeholders to help students continue to advance academically and to make up for any learning that may have been lost or delayed due to the coronavirus pandemic and related disruptions.

“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”

Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day or instituting summer programs, tutoring, remote options, and other remedial or supplemental activities.

Plans should address, but are not limited to, the following key components:

- **Impacted Students:** How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
- **Needs Assessment:** How will schools and districts identify the needs of those students?
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
- **Approaches:** What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring, and remote options.)
- **Partnerships:** Which local and regional partners (such as Educational Service Centers, Information Technology Centers, libraries, museums, after-school programs, or civic organizations) can schools and districts engage in supporting student needs?
- **Alignment:** How can this plan reinforce and align to other district or school plans? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.

Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners including their Educational Service Center and other regional and community-based partners. Each district or school should consider a wide range of representation and voices from district and community stakeholders in planning for learning recovery and extended learning opportunities.

The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

This template has been designed to assist districts in meeting and exceeding this requirement and in supporting their long-term instructional planning efforts. Please refer to the [Planning Support Document](#) at the end of this template for guiding questions and resources.

Questions, comments and concerns can be emailed to: ExtendedLearning@education.ohio.gov

[ODE's Planning for Extended Learning FAQ's](#)



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Identifying Academic Needs

Impacted Students:

How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?

Considerations:

- **Resources** (Existing and Needed)
- **Partnerships** (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
- **Alignment** (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)
 - Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)
- **Core Questions to Consider:**
 - What do students need to know?
 - How do we know if they've learned it?
 - How do we intervene for those students who have not learned it?
 - How do extend other opportunities for those who have learned it?

Budget

Spring 2021

Overview:

Elida Local Schools currently has a comprehensive local assessment protocol in place that prevents students from falling through the cracks and allows for the creation of safety nets to ensure the success of all students. Our district will be using both the winter and spring benchmark data from this protocol to identify students at risk. All students identified as "at risk" will undergo further diagnostic testing to determine exactly what their needs are so interventions can be targeted to the specific needs of individual students. Interventions will be provided to students during scheduled intervention times throughout the school day. Data from all benchmark and diagnostic assessments are entered on data spreadsheets and the data is tracked and monitored from year to year. The IAT process is used for any student who does not appear to be responding to the tiered interventions.

Elementary School:

Reading:

Grades K-1:

The Fountas and Pinnell Benchmark Assessment is administered to all K-1 students three times a year to determine students' reading levels. Those students not reading on level are then given the Wonders Phonics Assessment and the Heggerty Phonemic Awareness diagnostic assessments to determine the specific gaps that are preventing each student from reading on grade level.

Intervention Thresholds for Spring Benchmark Data

K: Tier 3- below F & P Level C Tier 2- F & P Level C
 1st: Tier 3- below F & P Level I Tier 2- F & P Levels I & J

Budget:
 Universal Screener Programs
 \$10,000
 Title I and Title IV



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Grades 2-4

The Reading Inventory is the benchmark assessment used by grades 2-4 to determine if they are reading on grade level. Students take this assessment three times a year to determine their reading lexile. Students whose score registers as a “beginning reader” are also given the Fountas and Pinnell Benchmark Assessment so a reading level can be established. Students not reading on level are then given the Wonders Phonic Inventory and Fluency diagnostic assessments (and possibly the Heggerty Phonemic Awareness Assessment) to determine individual needs.

Intervention Thresholds for Spring Benchmark Data

2nd: Tier 3- lexile below 220 Tier 2- lexile below 420
3rd: Tier 3- lexile below 330 Tier 2- lexile below 520
4th: Tier 3- lexile below 540 Tier 2- lexile below 740

Math K-4

The Math Inventory is the Benchmark assessment used to screen students for potential gaps in mathematics. The Math Inventory is administered three times a year and the data is utilized to determine the individuals with gaps in mathematics. Classroom formative and summative assessments are utilized to determine specific intervention needs.

Intervention Thresholds for Spring Math Benchmark Data

1st: Tier 3- quantile below 16 Tier 2- quantile below 117
2nd: Tier 3- quantile below 142 Tier 2- quantile below 271
3rd: Tier 3- quantile below 277 Tier 2- quantile below 381
4th: Tier 3- quantile below 390 Tier 2- quantile below 534

Middle School Reading

The Reading Inventory is used as the benchmark assessment for grades 5-8 to determine each student’s reading lexile. The reading inventory is administered three times a year and the following guidelines are used to determine level of risk.

Intervention Thresholds for Spring Benchmark Data

5th: Tier 3- lexile below 620, Tier 2- lexile below 830
6th: Tier 3- lexile below 730, Tier 2- lexile below 925
7th: Tier 3- lexile below 770, Tier 2- lexile below 970
8th: Tier 3- lexile below 790, Tier 2- lexile below 1010



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	<p>Math</p> <p>The Math Inventory is the Benchmark assessment used to screen students for potential gaps in mathematics. The Math Inventory is administered three times a year and the data is utilized to determine the individuals with gaps in mathematics. The results are reported in Quantiles</p> <p>Intervention Thresholds for Spring Math Benchmark Data</p> <p>5th: Tier 3- quantile below 540 Tier 2- quantile below 645 6th: Tier 3- quantile below 660 Tier 2- quantile below 785 7th: Tier 3- quantile below 753 Tier 2- quantile below 881 8th: Tier 3- quantile below 846 Tier 2- quantile below 1001</p> <p>High School</p> <p>Academic needs of our high school students are determined by course formative and summative assessments.</p>	
Summer 2021	Benchmark, diagnostic and state test results will be analyzed during early summer to determine the academic needs of students for summer programming as well as placement in intervention programs for the 21-22 school year.	
2021 - 2022	The Elida Local School will continue to use the MTSS framework regardless of the environment surrounding our district. According to John Hattie's research MTSS has an effect size of 1.29 and therefore is one of the most powerful ways in which we our district can close gaps. In addition, it is effective for academic, behavioral and social emotional gap closing. We will continue to utilize our benchmark assessment data to determine what students need further diagnostic testing. The District will also expand its reading benchmark assessments to include all 9th grade students. Diagnostic testing will be utilized to determine students' specific intervention needs and our progress monitoring assessments will ensure every student is making progress toward closing individual gaps.	
2022 - 2023	The Elida Local School will continue to use the MTSS framework regardless of the environment surrounding our district. According to John Hattie's research MTSS has an effect size of 1.29 and therefore is one of the most powerful ways in which we our district can close gaps. In addition, it is effective for academic, behavioral and social emotional gap closing. We will continue to utilize our benchmark assessment data to determine what students need further diagnostic testing. The District will also expand its reading benchmark assessments to include all 10th grade students. Diagnostic testing will be utilized to determine students' specific intervention needs and our progress monitoring assessments will ensure every student is making progress toward closing individual gaps.	



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Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to fill learning needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
Considerations: <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> <ul style="list-style-type: none"> - <i>Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</i> - Core Questions to Consider: <ul style="list-style-type: none"> - <i>What do students need to know?</i> - <i>How do we know if they’ve learned it?</i> - <i>How do we intervene for those students who have not learned it?</i> - <i>How do extend other opportunities for those who have learned it?</i> 	Budget	
Spring 2021	<p>District Tier I Initiatives</p> <p>The first step the district has taken to help close learning gaps due to the pandemic was to create and implement a guaranteed and viable curriculum. This involved content area teachers collaborating to prioritize standards for each grade level and content area. This allows teachers to focus their instruction and ensure mastery of the key standards. The district will continue to use these priority standards as the focused curriculum and have aligned all scope and sequence documents to reflect this change. In addition, each grade level and content area created proficiency scales for each priority standard in order to have a clear and consistent definition of proficient. By doing so, no matter what platform in which students are taking a course, the expectations are the same. This guaranteed curriculum ensures a tight vertical alignment within each content area leading to more efficient time utilization.</p> <p>Tier 2 and Tier 3 Interventions</p> <p>Grade level Teacher Based Teams will meet to analyze all benchmark data and determine what further diagnostic testing needs to be conducted. Once the additional diagnostic testing is complete the teams will reconvene to discuss the specific needs of the individual students. Small groups of students with homogenous needs will be created and assigned an intervention teacher. The teacher assigned to each group will provide 60 min of daily targeted intervention utilizing evidence based strategies and resources to meet the needs of their group. The district has provided a list of evidence based strategies that may be utilized. Current examples are: Phonemic Awareness: Heggerty Resources Phonics Instruction: Orton Gillingham and System 44 Fluency: Read Naturally and Read 180 Comprehension: Read 180</p> <p>Each group utilizes progress monitoring tools to track progress. The teacher</p>	<p>Intervention Programs:</p> <p>Read 180: \$20,000 Title I & ESSER</p> <p>Technology for Intervention Programs:</p> <p>\$15,000 Title I \$14,500 IDEA</p> <p>Title I Program</p> <p>5 Teachers 1 Aide \$432,362</p>



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	<p>based teams analyze progress data weekly to determine if changes in interventions need to be made. Title I teachers and intervention specialists assist with interventions. Students not making progress after several changes in interventions are referred to the IAT. This process is overseen by the district psychologist who makes further suggestions and will conduct additional testing if needed.</p> <p>The middle school is currently using an academic assistance period to support students' needs. In addition Title I is providing services to 5th graders utilizing the Read 180 program and inclusion services and several 6th grade teachers are using Read 180 to assist their lowest readers during the academic assistance time.</p> <p>The high school is supporting struggling students through their "Bulldog Period." During this time teachers work with targeted students on their deficits identified in their core academic classes.</p>	
<p>Summer 2021</p>	<p>Benchmark, diagnostic and state test results will be analyzed during early summer to determine the academic needs of students for summer programming. This summer the focus will be on closing the gap in literacy. The district will use Heggerty, Orton Gillingham, System 44, Read 180 and Read Naturally to target the specific needs of students. Busing and Breakfast and/or lunch may be provided for those students needing intervention.</p> <p>The High School will also continue to offer its credit recovery program</p>	<p>Busing: \$7500</p> <p>Staffing: \$10,000</p> <p>Resources: \$5000</p>
<p>2021 - 2022</p>	<p>Tier I Teachers will continue to utilize the District's prioritized standard curriculum documents for core instruction. As finances allow, the district will maintain smaller class sizes in order to enhance individualized instruction.</p> <p>The district will also focus on increasing ELA scores through the implementation of the strategies outlined in the District Improvement Plan (CCIP). These strategies/action steps include: Creating a district literacy framework to strengthen core instruction, implementing direct instruction of phonemic awareness and phonics, implementing an evidence based model for teaching vocabulary across all content areas, participating in the Science of Reading professional development.</p> <p>In addition, the elementary will support Tier I through a Title I inclusion class at each grade level. The middle school has created a schedule that allows for vertical plan time within content areas which will strengthen the core through tighter vertical alignment of standards. Each middle school student will also have a double block of ELA to support the overall decline in the reading lexiles of students.</p> <p>Tier II and Tier III The elementary school will continue providing 60 minute of targeted interventions based on benchmark and diagnostic test results as explained in detail above (Spring 2021). Those students receiving Tier 3 interventions also receive Tier 2 interventions as to not supplant time.</p> <p>The middle school will implement a new building schedule that will be</p>	<p>ESSER \$700,000</p>



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	<p>designed around the needs of their students. Student schedules will be created utilizing data from state assessments, benchmark assessments and student class performance. For example, students needing reading intervention will have a period scheduled specifically for “reading intervention.” Students needing math intervention will have a double block of math whereas everyone else will have a single block of math. Designing a schedule around student needs ensures student needs will be met.</p> <p>The high school will be offering an after school credit recovery class each quarter in both ELA and math. The goal of this program is to prevent large gaps in knowledge that often impede students from meeting graduation requirements.</p>	
2022 - 2023	<p>In future years, Elida Schools will continue to strive for the high academic success outlined in our District Strategic plan. This will be accomplished through a continuous evaluation and revision of our implemented programs as well as adding any additional programs outlined in our strategic plan. Areas or programs that have proven not to be effective will be eliminated and new opportunities will be explored. The success of each and every program will be determined by the data outlined to determine the program’s efficacy. The needs of our students are continuously changing, Therefore, it is our responsibility as a district to make the necessary adjustments to meet the new needs.</p>	



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Approaches to Identify Social & Emotional Needs

Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
Considerations: <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</i> 		Budget
Spring 2021	Elida schools is fortunate enough to have a social worker and at least one guidance counselor housed in each building. These individuals are all part of the BLT and PBIS meetings in their respective buildings and therefore participate in the analysis of both academic and PBIS data. PBIS data is collected using the PBIS Swis application. Most of their referrals come through these meetings but all three buildings have teacher referral, self referral and parent referral processes in place.	PBIS Swis Program: \$1050-Title IV
Summer 2021	Data teams will meet to review academic and behavior data of all students (including remote learners from 20-21 school year)	
2021 - 2022	In addition to the referral process above, a SEL screener will be chosen and administered to all students in the fall of 2021.	
2022 - 2023	Comprehensive Referral System will be in place and include: <ul style="list-style-type: none"> • Data Team Referral • Teacher Referral • Student Self Referral • Referral based on SEL survey results 	



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Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs” (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
Considerations: <ul style="list-style-type: none"> - <i>Resources</i> (Existing and Needed) - <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - <i>Alignment</i> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) 		Budget
Spring 2021	<p>The district will utilize the MTSS framework to provide SEL support for students. Social workers and counselors will provide Tier 2 interventions. Tier 3 Interventions will be provided by professionals in the community such as the Family Resource Center. The district will also continue using the PBIS program that is currently in place.</p> <p>Elementary School Tier II Interventions:</p> <ul style="list-style-type: none"> ● Behavior Contracts ● Small group counseling <p>Current Middle School Interventions are provided at the end of this document.</p>	
Summer 2021	<p>District Initiatives to Strengthen SEL Programming</p> <ul style="list-style-type: none"> ● Create a District Vision for SEL Programming ● Identify District SEL screening process for 21-22 school year 	
2021-2022	<p>In addition to the current services, the district will strengthen SEL Programming (Tier I) through the following initiatives.</p> <ul style="list-style-type: none"> ● Strengthen Adult SEL competencies and capacity ● Promote SEL for Students ● Strengthen Family and Community Partnerships 	
2022-2023	<p>In addition to the current services, the district will strengthen SEL Programming (Tier I) through the following initiatives.</p> <ul style="list-style-type: none"> ● Strengthen Adult SEL competencies and capacity ● Promote SEL for Students ● Strengthen Family and Community Partnerships 	

Elementary Social Worker & Nurse Title I: \$89,400

PBIS Incentives Program: \$10,500 ESSER

PBIS Incentives Program: \$10,500 ESSER



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SEL Prevention Services at Elida Middle School Jennifer Knippen, MSW, LSW (School Social Worker)

Tier 1 Interventions

Character Education: Taught to 5th graders by Social Worker, Guidance Counselor, and Character teacher (Kane); 6th graders are taught Character by Mrs. Kane; 7th graders participate in Leadership class; 8th graders complete Personal Finance.

Catch My Breath (CMB): Evidence-based vaping education and prevention program facilitated by Prevention Assessment Supportive Services (PASS, formerly PVFF). This program is actively being provided to 7th grade students during their PE/Wellness classes.

Refuse, Remove, Reasons (RRR): Evidence-based prevention program appropriate for grades 6, 7, and 8 about the effects of legal/illegal drugs, and provides education and options to resist peer pressure. Currently scheduled during expo/wellness times for 6th and 8th grade students.

Relationships Under Construction: Facilitated by Deb Hayes from Heartbeat. This program is for 7th and 8th grade students and provides education regarding healthy relationships, education on sexually transmitted infections, the practice of abstinence, and awareness of choices and consequences. This is currently being offered to all 7th and 8th grade students (scheduled via the wellness teachers, Ricker and Newland).

D.A.R.E. Program: Facilitated by the Allen County Sheriff's Department for all 5th graders (scheduled and organized by Missy Garlock).

Day One Connections: Facilitated by Crime Victim Services in Lima. "Connections" is an evidence-based primary prevention curriculum for intimate partner violence. It's a six-lesson curriculum to help students better understand healthy relationship behaviors and develop respect for others. Lessons include: *Setting Healthy Boundaries, Healthy Relationships, Gender Capabilities, Culture of Consent, Empathy & Empowerment, and Understanding Privilege & Oppression.*

Tier 2 Interventions

School Navigation Services: The Mental Health & Recovery Services Board of Allen, Auglaize, and Hardin Counties supports counselors, therapists, and social workers to provide School Navigation services to local school districts. The assigned School Navigation agency for Elida Middle School is SAFY Behavioral Health. The navigator is to provide up to 12 hours per week of supportive behavioral health services in the schools. The hours are divided based on need and determined by the navigator based on her schedule.

GoZen: Prevention programming for small groups with a focus on building resilience and identifying/increasing coping strategies for dealing with anxiety
Facilitated by School Navigator (counselor through SAFY Behavioral Health).

Therapy Dog: Helen Bibler is a volunteer dog handler through Lima Memorial Hospital's Pet Partners program. Helen volunteers at various locations, including two mornings per week at Elida Middle School to provide students with support as they walk in the building. Students struggling with anxiety often find Helen and her dogs to be comforting, and they look forward to their presence in the building.



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Teen Outreach Program (TOP): The YWCA in Lima facilitates an after-school teen outreach program for grades 6-8. Currently all sessions are held virtually outside of school hours due to COVID, however they are typically one day a week after school for 1 ¼ hours in a designated classroom within the school. TOP participants work together to understand their own growth and development, as well as to work on goal-setting and ways of being productive citizens. There are field-trip opportunities related to volunteering and community service; TOP provides transportation for such events.

Kids Hope USA: Mentoring program offered through partnerships with two local churches. Volunteer mentors are typically linked with students during elementary grade levels and carry on throughout their schooling, oftentimes in the middle school. Mentors meet weekly with students in the office to provide support, trusting adult relationships, and consistency. Meetings occur during AA, Explos, or lunch periods.

Tier III Intervention

Coleman Professional Services Mobile Response & Stabilization Services (MRSS): Family Crisis Intervention Unit of Coleman. Available to families in crisis. Provides services at the child's home, school, foster/adoptive placement, or other locations. Short-term, intensive family-centered services to address emotional/behavioral issues needing timely interventions. They work closely with family and supports to create a stabilization plan, develop solutions to future problems and identify available supports and resources the family can access if needed in the future. Interventions last up to 8 weeks and are voluntary. Once services are closed, the family can be re-referred for another assessment.

Specialized Alternatives for Families & Youth (SAFY): Behavioral health services; linkage to outpatient mental health services. Additionally, SAFY is currently the district's assigned School Navigation provider (through the MHR SB, as well as a MOU between SAFY and EMS).

Family Resource Center (FRC): Behavioral health services; linkage to outpatient mental health services. FRC currently provides the crisis response worker (Darelle Lloyd) in the event crisis services are required for a student during the school day. The Mental Health and Recover Services Board contracts with FRC to provide this crisis intervention to schools in Allen, Auglaize and Hardin Counties.



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PLANNING SUPPORT DOCUMENT



As stated by ODE, this is not a one-size-fits-all exercise. Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners. The template above has been designed to be as adaptable as possible given the wide range of district experiences and needs. The pages below in the Planning Support Document are designed to assist districts as they think through the nuances that may be significant to their respective district. Educational Service Centers are here to support. Some schools and districts may choose to have similar plans to facilitate effective implementation. ESCs may be able to provide coordination for such collaborative approaches. The following planning support document is provided to assist teams in thinking through the planning process. Additionally, rather than an exhaustive list of resources that quickly becomes overwhelming and outdated, a few key elements have been provided to assist in planning. Districts may also want to consult ODE's [Reset and Restart](#) website and planning guide. Additional planning resources are also available at <http://reframingeducation.org/>. This decision-making framework was developed by Ohio's network of ESCs to assist districts in having authentic conversations about instructional expectations and making plans to reframe education moving forward; we encourage districts to reach out to their ESCs for additional support as needed.

ACADEMIC PLANNING





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<p>Determining Academic Needs</p>	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Performance on tests (e.g., district assessments, statewide tests, ACTs, etc.); (Districts will not have statewide achievement data until after the end of the school year and may need to identify assessment tools to identify gaps.) ● How will districts determine impacted/vulnerable populations? ● How will districts/schools combat barriers for disengaged students? ● What opportunities were missed due to the inability to access programming? Can any of these opportunities be reinstated in the summer or next school year? (Districts are encouraged to consider this question through an equity lens for student populations-- Students with Disabilities, English Language Learners, Gifted Students, All Learners, etc.) ● Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic. ● Attainment (e.g., high school diploma, college degree, employment) ● What essential elements of determining instructional needs are already in place? ● District MTSS Process and Universal Screeners ● Use of/Alignment with the OIP/DLT/BLT/TBT process to determine; What do students need to know? How do we know if they've learned it? How do we intervene for those students who have not learned it? How do we extend other opportunities for those students who have learned it? ● Gap Analysis for ELA, Math, Science, and Social Studies ● Prioritize Literacy and Math ● Prioritized Standards ● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. ● Rising Kindergarteners (These students have spent a significant portion of their life in a pandemic environment. What needs might they have as they enter Kindergarten in Fall 2021?)
<p>Filling Academic Gaps</p>	<p>How will academic gaps be filled?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Existing processes and supports ● Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.) ● MTSS processes ● Effective district-wide/school-wide leadership teams focusing on achievement gaps ● Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs? ● Will measurable objectives be required? Or will these be supplemental offerings that the parent/guardian may choose to have their student participate in and benefit from? ● What happens with students who do become proficient? ● Triage plans for Seniors/Credit Recovery Options for HS ● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. ● Student Success Plans ● Personalized learning opportunities ● Clear instructional plans have been created with prioritized standards ● Clear instructional plans have been communicated with staff, parents, and other stakeholders ● Cross grade-level communication ● Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc. ● Who, When, How... Cohorts, Family PODs, Layout, and Delivery ● How do we ensure at-risk students are taking advantage of the opportunities? ● How can disengaged students be reengaged?



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	<ul style="list-style-type: none"> How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students? What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?
Determine Competency	<p>What method(s) will be used to determine competency for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement) Develop and communicate a plan for promoting students vs. retention Consider equity of practices, long-term consequences, social/emotional factors
Resource Link(s):	<p>What Works Clearinghouse Priority Math, Reading and Writing Standards Determination of Student Educational Needs Exceptional and At-Risk Youth District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities Ohio Improvement Process</p>

SOCIAL & EMOTIONAL NEEDS

Determining Social Emotional Needs	<p>How will social and emotional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> District MTSS Process and SEL Screeners Student Wellness and Success Plans Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. How can ESC Family and Community Partnership Liaisons support in this area? Are there prevention services/opportunities available through ADAMS and ESCs?
Addressing Social and Emotional Needs	<p>How will social and emotional needs be addressed?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> MTSS processes Alignment to existing Wellness Plans Alignment to existing Student Success Plans Triage plans Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners.



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	<ul style="list-style-type: none">• Comprehensive Support for Students - screen for social and medical services (work with community agencies), identify students who need instructional support (mentors, tutors, peer support, etc.)
Resource Link(s):	Panorama Equity Guide to Student Learning Loss CASEL Online SEL Assessment Guide Ohio's K-12 Social & Emotional Learning Standards INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject) Ohio's Whole Child Framework



Learning Recovery & Extended Learning Plan

PROFESSIONAL LEARNING NEEDS

Professional Learning	<p>What professional development activities will be needed/offered to your school district's teachers and partners to support learning recovery?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">• Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners.• How will teachers, stakeholders, and others be brought into the planning and professional learning process?• If schools are looking to partners to support learning recovery, how will efforts be coordinated?• How will tutors or others be trained?• What school staff/ESC/SST staff can support training community partners?• Alignment to the Ohio Improvement Process and One Needs Assessment• What social and emotional PD will help teachers address wellness needs of students and staff recovering from added pandemic stressors? (Consider alignment to Student Wellness and Success Plans)
Resource Link(s):	<p>Professional Learning Supports Mental Health Resources ESC Customized Support</p>