



# K-12 Learning Recovery & Extended Learning Plan

District Name:	<b>NEW ALBANY – PLAIN LOCAL SCHOOLS</b>
District Address:	55 N. HIGH STREET NEW ALBANY OH 43054
District Contact:	Mr. Scott Emery, Director of Elementary Education (K-6) Dr. Shirley Hamilton, Director of Secondary Education (7-12)
District IRN:	046995

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](mailto:ExtendedLearning@education.ohio.gov)  
[ODE's Planning for Extended Learning FAQ's](#)





# K-12 Learning Recovery & Extended Learning Plan

Identifying Academic Needs		
<b>Impacted Students:</b>	<i>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)?</i>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)               <ul style="list-style-type: none"> <li>- 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)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	<p><b>K-6</b> Reading: Acadience-Reading; Benchmark Assessment System, Measures of Academic Progress - Growth; Lexia Core5/PowerUp Math: Measures of Academic Progress - Growth, ALEKS Writing: Units of Study On-Demand Writing Submissions</p> <p><b>7-12</b> Middle of the Year Measures of Academic Progress (MAP) data in English Language Arts (ELA) and Math Analysis of Grade Data mid third quarter and end of third quarter Analysis of Grade Data mid fourth quarter ALEKS data Achieve data Multi-Tiered System of Support (MTSS) data</p>	GRF
<b>Summer 2021</b>	<p><b>K-6</b> Same data sources as Spring 2021 with the addition of Ohio State Test results from the Spring 2021 administration</p> <p><b>7-12</b> Use end of the year Measures of Academic Progress (MAP) data in both Math and English Language Arts Achieve data MAP math accelerator data ALEKS data MTSS data Grade Data Ohio State Test (OST) results from Spring 2021 administration Scholastic Aptitude Test (SAT) results from Spring 2021 administration Advanced Placement (AP) test results from Spring 2021 administration</p>	GRF



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<p><b>2021 - 2022</b></p>	<p><b>K-6</b>            Reading: Acadience-Reading; Benchmark Assessment System, Measures of Academic Progress - Growth; Lexia Core5/PowerUp            Math: Measures of Academic Progress - Growth, ALEKS            Writing: Units of Study On-Demand Writing Submissions</p> <p><b>7-12</b>            MAP data            MTSS data            MAP math accelerator data            Grade data            Achieve data            ALEKS data            OST results            Preliminary Scholastic Aptitude Test (PSAT)/SAT results            Advanced Placement (AP) results</p>	<p>GRF</p>
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# K-12 Learning Recovery & Extended Learning Plan

## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;"> <b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)                             <ul style="list-style-type: none"> <li>- 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)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they’ve learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul> </td> <td style="width: 20%; text-align: center; vertical-align: middle; padding: 5px;"> <b>Budget</b> </td> </tr> </table>		<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)                             <ul style="list-style-type: none"> <li>- 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)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they’ve learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	<b>Budget</b>
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<b>Spring 2021</b>	<p><b>K-6</b> Continue to provide reading intervention support through the services of Teaching and Learning Team intervention teachers and Educational Assistants for Instructional Support</p> <p><b>7-12</b> Continue to analyze student data and adjust student learning support throughout the school year Move students into and out of Academic Enrichment based on data Assign students to study centers based on academic needs Additional academic support to help serve students with executive functioning needs Provide credit recovery opportunities for students that are credit deficient through APEX online programs</p>		
<b>Summer 2021</b>	<p><b>K-6</b> Summer Intervention Program for identified students to support gap closure in Reading and Math Maintain student access to iPads for use of ALEKS, Lexia Core5, and other district resources in Schoology Selected teachers available for academic and technical support for students using self-guided software programs [ALEKS, Lexia Core5, etc.]</p> <p><b>7-12</b> Summer Intervention Program for students incoming in grade 7 and grade 8 to address learning loss and to close learning gaps Measures of Academic Progress (MAP) and Ohio State Test (OST) data to identify specific students and address learning loss. Selected teachers available for academic support Maintain student access to iPads and to learning tools (Achieve &amp; MAP math accelerator) Develop Common Formative Assessments Academic Boot Camp for Math &amp; ELA -June - Current 7th &amp; 8th grade</p>		



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	<p>Jumpstart for math based on ALEKS or MAP Data - August - incoming 7th &amp; 8th</p> <p>Jumpstart for ELA - August - Incoming 7th and 8th</p> <p>Jumpstart for ELA and Math at the high school</p> <p>Jumpstart for AP courses</p> <p>Summer School - Credit Recovery Program for students that are credit deficient</p> <p>Senior Seminar Summer Institute - Accelerated Senior Seminar</p>	
<b>2021 - 2022</b>	<p><b>K-6</b></p> <p>Increase support for students below grade-level in math through the restoration of math intervention positions at New Albany Primary School and New Albany Intermediate School</p> <p>Increase support for students below grade-level in reading and math through the addition of one Educational Assistant for Instructional Support at each elementary school</p> <p><b>7-12</b></p> <p>Restoration of math and reading intervention periods with certified teachers at the middle school</p> <p>Maintain educational assistants for instructional support at the middle school</p> <p>Addition of one educational assistant for instructional support at the high school</p> <p>TBT's implement and analyze Common Formative Assessments</p> <p>Expand Academic Enrichment to include core content teachers - Continue with the use of MAP Accelerator for Math Enrichment and Achieve for the English Language Arts enrichment as well as provide opportunities for work completion</p> <p>Restoration of High School Math Intervention Learning Centers - Algebra 1, Geometry, Algebra 2, College Algebra</p> <p>Offer summer bridge opportunities in advanced courses</p> <p>Offer summer school expansion for credit recovery</p> <p>Creation of a High School Academic Support Center - provides academic support for students during the school day and assists teachers in providing academic interventions</p>	GRF ESSR
<b>2022 - 2023</b>	<p><b>K-6</b></p> <p>Continue support for students below grade-level in reading and math through the continuation of intervention staffing levels from 2021-2022 school year</p> <p>Provide support for structured multisensory literacy interventions through direct services to at-risk students as well as through professional development to classroom teachers</p> <p><b>7-12</b></p> <p>Maintain intervention staffing levels from 2021-2022</p> <p>TBT's implement and analyze Common Formative Assessments</p> <p>Continue Summer Programming as necessary using the summer of 2021 model. Continue using the 2021-2022 school year model as necessary increasing or decreasing sections based on MAP Data, OST data and other student growth measures</p>	GRF ESSR



# K-12 Learning Recovery & Extended Learning Plan

## Approaches to Identify Social & Emotional Needs

**Impacted Students:** *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)?*

<b>Considerations:</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>	

<b>Spring 2021</b>	<p><b>K-6</b> We will continue to administer age-appropriate student surveys to measure the percentage of students who feel safe at school, supported, have at least one staff member to approach with problems, and the effectiveness of specific programs offered in grade-levels. Data sources include: Multi-Tiered Systems of Support (MTSS)/Positive Behavioral Interventions and Support (PBIS) Frameworks Stakeholder (teacher, parent, administrator) referrals Teacher survey of student needs related to Social and Emotional Learning (SEL) standards Student referral data SEL Survey data Student safety solutions; such as Safe Schools Helpline and Gaggle</p> <p><b>7-12</b> We will continue to administer age appropriate student surveys to assess the number of students who feel safe at school, who have a trusted adult at school, and the effectiveness of specific programs we offer to enhance students' wellbeing. Data sources include: Social Emotional Learning (SEL) survey data School Counselor/Concord Counselor data Student/Teacher/Parent/Administrator referrals 504 plan analysis Multi-Tiered System of Supports (MTSS) data Student safety solutions; such as Safe Schools Helpline and Gaggle</p>	GRF
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<b>Summer 2021</b>	<p><b>K-6</b> Data sources include: Stakeholder (teacher, parent, administrator) referrals MTSS/PBIS Frameworks Student safety solutions; such as Safe Schools Helpline and Gaggle</p> <p><b>7-12</b> SEL survey data School Counselor/Concord Counselor data Student/Teacher/Parent/Administrator referrals 504 plan analysis MTSS data Student safety solutions; such as Safe Schools Helpline and Gaggle</p>	GRF
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# K-12 Learning Recovery & Extended Learning Plan

<p><b>2021 - 2022</b></p>	<p><b>K-6</b>            Data sources include:            MTSS/PBIS Frameworks            Stakeholder (teacher, parent, administrator) referrals            Teacher survey of student needs related to SEL standards            Student referral data            SEL Survey data            Student safety solutions; such as Safe Schools Helpline and Gaggle</p> <p><b>7-12</b>            SEL Survey Data            School Counselor/Concord Counselor Data            Teacher/Parent/Administrator Referrals            504 plan analysis            MTSS Data            Student safety solutions; such as Safe Schools Helpline and Gaggle</p>	<p>GRF</p>
<p><b>2022 - 2023</b></p>	<p><b>K-6</b>            Data sources include:            MTSS/PBIS Frameworks            Stakeholder (teacher, parent, administrator) referrals            Teacher survey of student needs related to SEL standards            Student referral data            SEL Survey data            Student safety solutions; such as Safe Schools Helpline and Gaggle</p> <p><b>7-12</b>            SEL Survey Data            School Counselor/Concord Counselor Data            Teacher/Parent/Administrator Referrals            504 plan analysis            MTSS Data            Student safety solutions; such as Safe Schools Helpline and Gaggle</p>	<p>GRF</p>



# K-12 Learning Recovery & Extended Learning Plan

## Approaches to Address Social and Emotional Need

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>		
<b>Budget</b>		
<b>Spring 2021</b>	<p><b>K-6</b> We will implement age-appropriate student programs, including the R Factor and Diversity, Equity and Inclusion initiatives (building and district committees, staff professional development, partnerships with external experts, etc.), to enhance school and district climate, culture, and well-being. We will continue to provide school counselor access and support to students in both the in-person program and Virtual Learning Program. Service levels will be driven by data collected through Multi-Tiered Systems of Support (MTSS)/Positive Behavioral Interventions and Support (PBIS) Frameworks and stakeholder (teacher, parent, administrator) referrals.</p> <p><b>7-12</b> We will continue with our age appropriate student programs (R Factor, Signs of Suicide, Drug Abuse Resistance Education (DARE), Grief Counseling, New Student mentoring, Social skills training, Sexuality and Gender Alliance (SAGA).</p> <p>We will continue to provide professional development for staff to weave the R Factor disciplines into our Diversity Equity and Inclusion (DEI) initiatives to enhance our school culture and increase student wellbeing.</p> <p>Student receive support through our school counselors, mental health professionals and trusted adult/school personnel. Service levels are driven by data collected within the MTSS process as well as stakeholder referrals.</p>	<b>GRF</b>
<b>Summer 2021</b>	<p><b>K-6</b> Development and distribution of asynchronous lessons and activities to address the five areas of Social and Emotional Learning (SEL) identified by Ohio SEL Standards (self-awareness, self-management, relationship skills, responsible decision making, social awareness) Small group support: 1x/week, 5 weeks (groups formed through stakeholder referrals)</p> <ul style="list-style-type: none"> <li>• Anxiety and Stress</li> <li>• Social skills and Friendship</li> </ul> <p>Provide ROXstar mini-camp targeted toward rising 5th and 6th grade girls Provide ROXstar alumni camp for girls who completed ROX previously Provide School Counselor consultation for at-risk students as identified through stakeholder referrals</p>	<p>K-6 Federal Title IV and/or ESSER Funds</p> <p>7-12</p>



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	<p><b>7-12</b> We will add a high school counselor, executive functioning support and a Mental Health Specialist to further expand our ability to support students' social-emotional learning. These positions will allow us to be more proactive with all of our students as well as to serve our students with specific, identified needs. School counselor consultation for at-risk students as identified via Gaggle, Safe Schools Helpline and referrals from parents and teachers.</p>	<p>GRF and/or ESSR Funds and/or State Student Wellness and Success Funds</p>
<p><b>2021-2022</b></p>	<p><b>K-6</b> We will implement age-appropriate student programs, including the R Factor and Diversity, Equity and Inclusion initiatives (building and district committees, staff professional development, partnerships with external experts, etc.), to enhance school and district climate, culture, and well-being. We will continue to provide school counselor access and support to students in both the in-person program and Virtual Learning Program. Service levels will be driven by data collected through Multi-Tiered Systems of Support (MTSS)/Positive Behavioral Interventions and Support (PBIS) Frameworks and stakeholder (teacher, parent, administrator) referrals.  We will expand the Sources of Strength Curriculum delivery for Intermediate School students  We will add a school counselor to the elementary well-being team to assist the implementation of SEL initiatives</p> <p><b>7-12</b> Continue the programming already established in the 2020 - 2021 school year. Restore Sources of Strength and ROX curriculum which were halted due to the pandemic. Continued use of Mental health specialists and School counselors for our at-risk students.</p>	<p>K-6 State Student Wellness and Success Funds and/or Federal ESSER Funds</p> <p>7-12 GRF and/or ESSR Funds and/or State Student Wellness and Success Funds</p>
<p><b>2022-2023</b></p>	<p><b>K-6</b> We will implement age-appropriate student programs, including the R Factor and Diversity, Equity and Inclusion initiatives (building and district committees, staff professional development, partnerships with external experts, etc.), to enhance school and district climate, culture, and well-being. We will continue to provide school counselor access and support to students in both the in-person program and Virtual Learning Program. Service levels will be driven by data collected through Multi-Tiered Systems of Support (MTSS)/Positive Behavioral Interventions and Support (PBIS) Frameworks and stakeholder (teacher, parent, administrator) referrals.  Consider the addition of a mental health specialist to the elementary well-being team</p> <p><b>7-12</b> Continue programming already established in the 2021 - 2022 school year.  Continue to evaluate the data from Social Emotional Learning (SEL) surveys as well as the Diversity, Equity and Inclusion diagnostic survey to continue to</p>	<p>K-6 State Student Wellness and Success Funds and/or Federal ESSER Funds</p> <p>7-12 GRF and/or ESSR Funds and/or State Student Wellness and Success Funds</p>



# K-12 Learning Recovery & Extended Learning Plan

	identify student progress as well as student needs for additional programming to address student wellbeing concerns.	
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# K-12 Learning Recovery & Extended Learning Plan

## 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.



# K-12 Learning Recovery & Extended Learning Plan

## ACADEMIC PLANNING

### Determining Academic Needs

#### How will instructional needs be determined?

Possible/Optional item(s) to consider:

- 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?)

### Filling Academic Gaps

#### How will academic gaps be filled?

Possible/Optional item(s) to consider:

- 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



# K-12 Learning Recovery & Extended Learning Plan

	<ul style="list-style-type: none"> <li>• How do we ensure at-risk students are taking advantage of the opportunities?</li> <li>• How can disengaged students be reengaged?</li> <li>• How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students?</li> <li>• 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.)?</li> </ul>
<p><b>Determine Competency</b></p>	<p>What method(s) will be used to <b>determine competency</b> for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement)</li> <li>• Develop and communicate a plan for promoting students vs. retention</li> <li>• Consider equity of practices, long-term consequences, social/emotional factors</li> </ul>
<p><b>Resource Link(s):</b></p>	<p><a href="#">What Works Clearinghouse</a>  Priority <a href="#">Math</a>, <a href="#">Reading</a> and <a href="#">Writing</a> Standards  <a href="#">Determination of Student Educational Needs</a>  <a href="#">Exceptional and At-Risk Youth</a>  <a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a>  <a href="#">Teacher Level Educational Considerations and Planning</a>  <a href="#">Non-Building Based Learning Opportunities</a>  <a href="#">Ohio Improvement Process</a></p>



# K-12 Learning Recovery & Extended Learning Plan

SOCIAL & EMOTIONAL NEEDS	
<b>Determining Social Emotional Needs</b>	<p>How will <b>social and emotional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● District MTSS Process and SEL Screeners</li> <li>● Student Wellness and Success Plans</li> <li>● 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.</li> <li>● How can ESC Family and Community Partnership Liaisons support in this area?</li> <li>● Are there prevention services/opportunities available through ADAMS and ESCs?</li> </ul>
<b>Addressing Social and Emotional Needs</b>	<p>How will <b>social and emotional needs</b> be <b>addressed</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● MTSS processes</li> <li>● Alignment to existing Wellness Plans</li> <li>● Alignment to existing Student Success Plans</li> <li>● Triage plans</li> <li>● 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.</li> <li>● 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.)</li> </ul>
<b>Resource Link(s):</b>	<p><a href="#">Panorama Equity Guide to Student Learning Loss</a></p> <p><a href="#">CASEL Online SEL Assessment Guide</a></p> <p><a href="#">Ohio's K-12 Social &amp; Emotional Learning Standards</a></p> <p><a href="#">INFOhio's Educator Tools Curriculum Library</a> (filter for "Social Emotional Learning" under Subject)</p> <p><a href="#">Ohio's Whole Child Framework</a></p>



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## PROFESSIONAL LEARNING NEEDS

<b>Professional Learning</b>	<p>What <b>professional development</b> 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"><li>• Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners.</li><li>• How will teachers, stakeholders, and others be brought into the planning and professional learning process?</li><li>• If schools are looking to partners to support learning recovery, how will efforts be coordinated?</li><li>• How will tutors or others be trained?</li><li>• What school staff/ESC/SST staff can support training community partners?</li><li>• Alignment to the Ohio Improvement Process and One Needs Assessment</li><li>• 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)</li></ul>
<b>Resource Link(s):</b>	<p><a href="#">Professional Learning Supports</a> <a href="#">Mental Health Resources</a> ESC Customized Support</p>