

# Learning Recovery & Extended Learning Plan

District Name:	National Heritage Academies
District Address:	
District Contact:	
District IRN:	

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](#)

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## 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> </ul> </li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	<p><b>What do students need to know?</b>            The ultimate goal for our students is to master grade level content as outlined by the state standards for learning.            In light of the pandemic and disruptions to learning this year, we have prioritized standards by grade level for the remainder of the 2020-2021 school year. This standard prioritization was determined based on standards coherence and dependence as well as Ohio AIR test blueprints.            New scope and sequences were created or teachers in partnership with our curriculum and instruction team. These scope and sequences outline the priority standards and designate time to teach those standards</p> <p><b>How do we know if they've learned it?</b>            Common, standards aligned assessments are used to determine students progress towards mastery of grade level standards. These assessments are developed in partnership with the district curriculum and instruction team.            In the Spring of 2021 we will specifically focus on the use of our second Interim assessment in ELA and Mathematics to determine students progress towards mastery. This assessment covers a majority of the priority standards in each grade level 3-8 and is aligned across all schools in our district.</p> <p>In partnership with our district's Information and Analytics team, the results from this assessment along with all common assessments given, will be populated on a data dashboard. This dashboard is accessible by all teachers, and school leaders. The data populated will give schools insight into student needs and progress as it relates to state learning standards.</p>	
<b>Summer 2021</b>	<p>All schools at NHA will facilitate a summer learning program. All students will be provided an in-person and/or virtual option.</p> <p><b>What do students need to know?</b>            Summer learning programs will focus primarily on priority standards at each grade level. Data from the digital tools used in the summer program will also provide opportunities for extension. Targeted students who are struggling with</p>	

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	<p>grade level material will be given intervention on foundational skills or priority building block standards. Students with identified disabilities will be given instruction on targeted instructional goals to ensure we have met the individual requirement for a provision of FAPE.</p> <p><b>How do we know if they've learned it?</b> We will be using the digital tools Dreambox and Lexia for math and ELA instruction, practice, remediation and extension. These tools have built in data collection. They both analyze students' work within the tool as students interact with lessons. This information is populated on a data dashboard for teachers and leaders. The data on this board will give teachers and leaders insight into progress towards mastery of standards addressed in the Summer Learning Program.</p> <p>Targeted students, including identified students with disabilities, will also be provided in-person instruction. Progress monitoring will be used in both ELA and math to assess students' progress towards mastery of standards addressed in the Summer Learning Program.</p>	
<p><b>2021 - 2022</b></p>	<p><b>What do students need to know?</b> The ultimate goal for our students is to master grade level content as outlined by the state standards for learning. In light of the learning disruptions in the 2020-2021 school year, we will continue to have a tight focus on priority standards. In partnership with the district Curriculum and Instruction team we have developed revised scope and sequences for the 21-22 school year. These scope and sequences are consistent across all NHA schools in Ohio and are provided for grade K-8. These documents outline what standards will be taught at each grade level, the amount of time spent on each unit of study, as well as the curricular tools recommended for use. All state learning standards are expected to be taught at each grade level. However, more time has been devoted to priority standards at each grade level.</p> <p><b>How do we know if they've learned it?</b> Common, standards aligned assessments are used to determine students progress towards mastery of grade level standards. These assessments are developed in partnership with the district curriculum and instruction team and include the following: In ELA students are given weekly quizzes (K-5) and weekly formative assessments (6-8) that align to the week's unit of study and standards covered. Interim assessments are also given at week 9 and week 18 of the school year to assess students progress towards proficiency. In Math students are given quizzes or check-point throughout a unit of students to assess progress towards mastery of standards covered within the unit of students. Students are also given a unit assessment at the end of each unit of student to assess mastery of standards. Interim assessments are given in mathematics on week 11 and week 22 of the school year to assess students progress towards proficiency.</p> <p>In partnership with our district's Information and Analytics team, the results from all common assessments given, will be populated on a data dashboard. This dashboard is accessible by all teachers, and school leaders. The data populated will give schools insight into student needs and progress as it</p>	

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	relates to state learning standards. To help teachers target mastery of priority standards, the Information and Analytics team had developed a new tool for use in the 21-22 school year. This tool allows teachers to filter data based on the priority level of the standard giving teacher and leaders insight into progress towards mastery for this specific standards.	
<b>2022 - 2023</b>	<p><b>What do students need to know?</b> The ultimate goal for our students is to master grade level content as outlined by the state standards for learning. Through teacher and leader feedback, as well as analysis of the data we receive from our common assessments, we will determine if our scope and sequences need to be revised for the 22-23 school year.</p> <p><b>How do we know if they've learned it?</b> We will continue to use our common assessments and data dashboard to determine progress towards mastery of standards. Through teacher and leader feedback as well as analysis of the data received, we will determine if common assessments need to be adjusted for the 22-23 school year.</p>	

## 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>	
<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, 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>- How do we intervene for those students who have not learned it?</li> <li>- How do we extend other opportunities for those who have learned it?</li> </ul> </li> </ul>		
<b>Spring 2021</b>	<p><b>How do we intervene for those students who have not learned it?</b> In partnership with the district's curriculum and instruction team, we developed multiple resources for teachers to reteach priority standards. These resources are flexible and can be used to reteach a priority standards whole group or in targeted small groups. The use of these resources is informed by data from common assessments. Below are links to example documents that outline and/or organize the resources available to teachers  <a href="#">ELA grade 3-8</a>  <a href="#">3rd Grade Math</a>  <a href="#">7th Grade Math</a>            *Please note that these documents are just for reference, the live links within the documents will not work for anyone outside of NHA.</p>	

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	<p><b>How do extend other opportunities for those who have learned it?</b>          The curricular tools used within our district offer multiple opportunities for challenge and extension within lessons and units of study. With the use of 1:1 Chromebooks this year students are also given the opportunity to extend their learning through digital curricular tools. Some of the adaptive digital circular tools used in district are iReady and Dreambox.</p>	
<p><b>Summer 2021</b></p>	<p>All schools at NHA will facilitate a summer learning program. All students will be provided an in-person and/or virtual option.</p> <p><b>How do we intervene for those students who have not learned it?</b>          All schools will have both digital and analog resources made available to them by NHA in partnership with our Curriculum and Instruction team. These resources include, but are not limited to: the digital tools Lexia, Dreambox, Sora and Typing Club as well as NHA created workbook for each grade level. Though schools have flexibility in designing their summer learning program, each program will include both digital and analog resources targeting priority standards, bi-weekly student check-ins, student incentive programs, and enrichment activities such as field trips. For students with specific learning needs as identified in an IEP or other formal plan, a team will review the needs of the student and identify specific, additional supports needed to ensure students have the opportunity to make adequate progress on IEP goals. This will include students who qualify for Extended School Year services as defined by IDEA. All summer learning programs will include 5 weeks of instruction 4 days a week.</p> <p><b>How do extend other opportunities for those who have learned it?</b>          The use of Lexi and Dreambox as a part of summer learning will provide opportunities for standards based acceleration for all students. Dreambox and Lexia both used adaptive engines that will accelerate students in specific learning progressions based on data gathered while students interact with lessons. All summer learning programs will also offer enrichment activities that can include but are not limited to field trips, art, music and physical education.</p>	
<p><b>2021 - 2022</b></p>	<p><b>How do we intervene for those students who have not learned it?</b>          Two primary approaches will be used to intervene in both ELA and math, Learning Loss Plans and Strategic Intervention. Both plans were developed in partnership with the district's Curriculum and Instruction Team.</p> <p><b>Learning Loss Plans</b>          Learning disruption due the the pandemic has caused specific learning gaps for our students. These learning loss plans are aligned across the district and seek to address those specific gaps.</p> <p><b>ELA</b>          Students in K-8 will be administered a beginning of year screener to identify gaps in phonics and fluency. In k-2 additional phonics and fluency instruction will be incorporated into the core instructional bock. In grades 3-8 strategic opportunities for phonics and fluency intervention will be provided.</p> <p><b>Math</b>          In grades 3-8 pre-assessments will be provided for each unit of study. These pre-assessments assess studnet's understanding of skills from previous</p>	

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grade level needed to access the grade level standards covered in the unit Based on data received from these assessments, teachers can address learning gaps. Lessons are provided to reteach or readdress standards from previous grade levels. The pre-assessments along with the lesson provided are considered “on-ramps” into each unit.

## Strategic Intervention ELA

OIP 5 Step Process	NHA 21-22 Plan
<i>1-Identify Critical Needs</i>	AIMSWEB Benchmarking is used at the beginning of the year to determine critical needs
<i>2-Research and Select Evidence-Based Strategies</i>	Reading Mastery and Corrective Reading, both research based programs will be used to intervene.
<i>3-Plan for Implementation</i>	Initial assessments within Reading Mastery and Corrective reading are used to determine each student's starting point within the program and plan for intervention.
<i>4-Implement and Monitor</i>	Reading Master and Corrective Reading will be implemented daily during the intervention portion of the ELA block. Weekly progress monitoring is used to monitor students' progress and determine any adjustments made to each student's intervention plan
<i>5-Examine</i>	Fluency will be benchmarked at least three times a year using AIMSWEB or Dibels, this data along with common assessment data and progress monitoring data will be used to examine and analyse the approach.

## Strategic Intervention Math

OIP 5 Step Process	NHA 21-22 Plan
<i>1-Identify Critical Needs</i>	A common benchmark assessment will be given at the beginning of the year along with a universal screener. The data from these assessments will be used to identify critical needs.
<i>2-Research and Select Evidence-Based Strategies</i>	The research based program Bridges Intervention will be used to intervene. This program addresses skills in developmentally appropriate learning progressions.

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	<p><i>3-Plan for Implementation</i></p>	<p>Results of the benchmark assessment and universal screener will determine student groups and their unique path through the Bridges Intervention program. Intervention plans will be created based on this information and will include both staff and time allotment.</p>	
	<p><i>4-Implement and Monitor</i></p>	<p>Bridges intervention lessons will be used to intervene. Progress will be monitored during every 5th lessons. Results of the progress monitoring will be used to revise intervention plans. Students can flexibly move in, out and through intervention.</p>	
	<p><i>5-Examine</i></p>	<p>Data from common assessments and progress monitoring will be used to examine and analyse the approach.</p>	
	<p><b>How do extend other opportunities for those who have learned it?</b>  Standards based acceleration will be used in both ELA and math to extend learning for students proficient in grade level standards. Opportunities to deepen and extend learning are built into daily lessons. Students will also participate in standards based acceleration through the digital tools Dreambox (math) and Lexia (ELA.)  Curriculum compacting will also be used in 6-8 math. Students who demonstrate proficiency on 6th grade standards in mathematics will be given the opportunity to take compacted mathematics courses in 7th and 8th grade. In their 7th grade year, students will complete all 7th grade standards and half of the 8th grade standards. In their 8th grade year students will complete the remaining 8th grade standards as well as Algebra 1. These courses are developed in partnership with our district Curriculum and Instruction team using Illustrative Mathematics curriculum.</p>		
<p><b>2022 - 2023</b></p>	<p><b>How do we intervene for those students who have not learned it?</b>  Teacher and leader feedback as well as assessment data will be used to analyse the effectiveness of the approach in the 21-22 school year. Adjustments will be made based on this analysis for the 22-23 school year.</p> <p><b>How do extend other opportunities for those who have learned it?</b>  Additional advanced learning options for ELA will be developed in the 22-23 school year.</p>		

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## Approaches to Identify Social & Emotional Needs

<b>Impacted Students:</b>	<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>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <i>Resources (Existing and Needed)</i></li> <li>- <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i></li> <li>- <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></li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	<p>Students' needs for social/emotional supports will be identified in a variety of ways. The school's partnership with families in identifying these needs is important. The cooperation between the school, classroom teachers, and families will provide referrals for specific needs of students. Additionally, schools have resources, such as Academic Behavior Support Specialists and a School Social Worker/Counselor to assist in the identification of students of need. Building leaders have received professional development on trauma, social/emotional domains, and the impact of this period of time this has had on children's development and overall academic success. For students/families who may have disengaged during this time period, the school's Parent/Family Liaison and deans are integral in reaching out to families to re-engage and identify needed supports. Some schools are also offering food and basic needs events to encourage parents and families to re-engage or remain engaged with the school and their child's education.</p>	
<b>Summer 2021</b>	<p>School leaders have reviewed and remained cognizant of students' social/emotional needs on an ongoing basis, including specific target outreach to disengaged students and families. Through the foundational PBIS process and moral focus program, school leaders and teachers work to help students develop healthy coping strategies. Schools have included students with additional needs in the design of their summer learning programs. For students with identified disabilities related to social and emotional domains, supports are identified and offered on an individual basis as determined by the IEP team.</p>	
<b>2021 - 2022</b>	<p>Schools have processes and procedures in place to ensure students who require additional support, beyond the support included for all students, are identified early in the year or shortly after enrollment. A plan is then developed to identify specific needs and supports for the student or family that will address those needs. Identification tools include partnerships with families and ongoing review of behavior and attendance data by school leadership teams.</p>	
<b>2022 - 2023</b>	<p>Schools have processes and procedures in place to ensure students who require additional support, beyond the support included for all students, are identified early in the year or shortly after enrollment. A plan is then developed to identify specific needs and supports for the student or family</p>	

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	that will address those needs. Identification tools include partnerships with families and ongoing review of behavior and attendance data by school leadership teams.	
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## 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>- <i>Resources</i> (Existing and Needed)</li> <li>- <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <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.)</li> </ul>	<b>Budget</b>
<b>Spring 2021</b>	<p>Supports to families and students requiring additional social/emotional supports may be offered by a variety of staff members depending on the students’/family’s specific set of needs. Teachers provide daily check-ins with students and instruction during moral focus lessons to help students develop healthy coping skills. Parent/Family Liaisons regularly attempt to reengage families by identifying needs and initiating school or community supports. Academic Behavior Support Specialists engage with students at school or virtually to identify needs and design a specific plan to address those needs. School Social Workers/Counselors provide support incidental supports and/or ongoing specific, targeted instruction as part of a student’s individual plan.</p>
<b>Summer 2021</b>	<p>Schools are taking a more targeted approach during the summer learning program to address specific groups or individual students. However, through the summer learning plan, the basic tenets of our Behave with Care model and PBIS will be embedded in the programming as this is a foundational aspect of any NHA endeavor.</p>
<b>2021-2022</b>	<p>Supports to families and students requiring additional social/emotional supports may be offered by a variety of staff members depending on the students’/family’s specific set of needs. Teachers provide daily check-ins with students and instruction during moral focus lessons to help students develop healthy coping skills. Parent/Family Liaisons regularly attempt to reengage families by identifying needs and initiating school or community supports. Academic Behavior Support Specialists engage with students at school or virtually to identify needs and design a specific plan to address those needs. School Social Workers/Counselors provide support incidental supports and/or ongoing specific, targeted instruction as part of a student’s individual plan.</p>
<b>2022-2023</b>	<p>Supports to families and students requiring additional social/emotional supports may be offered by a variety of staff members depending on the students’/family’s specific set of needs. Teachers provide daily check-ins with students and instruction during moral focus lessons to help students develop healthy coping skills. Parent/Family Liaisons regularly attempt to reengage families by identifying needs and initiating school or community supports. Academic Behavior Support Specialists engage with students at school or</p>

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	<p>virtually to identify needs and design a specific plan to address those needs. School Social Workers/Counselors provide support incidental supports and/or ongoing specific, targeted instruction as part of a student's individual plan.</p>	
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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><b>Determining Academic Needs</b></p>	<p><b>How will instructional needs be determined?</b></p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● 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.)</li> <li>● How will districts determine impacted/vulnerable populations?</li> <li>● How will districts/schools combat barriers for disengaged students?</li> <li>● 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.)</li> <li>● Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic.</li> <li>● Attainment (e.g., high school diploma, college degree, employment)</li> <li>● What essential elements of determining instructional needs are already in place?</li> <li>● District MTSS Process and Universal Screeners</li> <li>● 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?</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>● Prioritize Literacy and Math</li> <li>● Prioritized Standards</li> <li>● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.</li> <li>● 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?)</li> </ul>
<p><b>Filling Academic Gaps</b></p>	<p><b>How will academic gaps be filled?</b></p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Existing processes and supports</li> <li>● Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.)</li> <li>● MTSS processes</li> <li>● Effective district-wide/school-wide leadership teams focusing on achievement gaps</li> <li>● Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs?</li> <li>● 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?</li> <li>● What happens with students who do become proficient?</li> <li>● Triage plans for Seniors/Credit Recovery Options for HS</li> <li>● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.</li> <li>● Student Success Plans</li> <li>● Personalized learning opportunities</li> <li>● Clear instructional plans have been created with prioritized standards</li> <li>● Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> <li>● Cross grade-level communication</li> <li>● Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc.</li> <li>● Who, When, How... Cohorts, Family PODs, Layout, and Delivery</li> <li>● How do we ensure at-risk students are taking advantage of the opportunities?</li> <li>● How can disengaged students be reengaged?</li> </ul>

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	<ul style="list-style-type: none"> <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>
<b>Determine Competency</b>	<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>
<b>Resource Link(s):</b>	<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>

## 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> </ul>

# Learning Recovery & Extended Learning Plan

	<ul style="list-style-type: none"> <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>	<a href="#">Panorama Equity Guide to Student Learning Loss</a> <a href="#">CASEL Online SEL Assessment Guide</a> <a href="#">Ohio's K-12 Social &amp; Emotional Learning Standards</a> <a href="#">INFOhio's Educator Tools Curriculum Library</a> (filter for "Social Emotional Learning" under Subject) <a href="#">Ohio's Whole Child Framework</a>

# Learning Recovery & Extended Learning Plan

## PROFESSIONAL LEARNING NEEDS

<p><b>Professional Learning</b></p>	<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>
<p><b>Resource Link(s):</b></p>	<p><a href="#">Professional Learning Supports</a>  <a href="#">Mental Health Resources</a>            ESC Customized Support</p>