



# Learning Recovery & Extended Learning Plan

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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



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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)

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> (<i>Existing and Needed</i>)</li> <li>- <b>Partnerships</b> (<i>Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.</i>)</li> <li>- <b>Alignment</b> (<i>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"> <li>- <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></li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- <i>What do students need to know?</i></li> <li>- <i>How do we know if they've learned it?</i></li> <li>- <i>How do we intervene for those students who have not learned it?</i></li> <li>- <i>How do extend other opportunities for those who have learned it?</i></li> </ul> </li> </ul>	<b>Budget</b>
<b>Spring 2021</b>	<b>ASSESSMENTS:</b> -Diagnostic Assessments that were administered in the Spring of 2020, Fall and Winter of 2020, and Spring of 2021 were used to identify individual student learning gaps associated with the mastery of standards. Using the NWEA Assessment, the school TBT monitored the RIT score of their students to ensure growth from each test administration. The school BLT identified grade-level averages for each test administration and compared to the averages for surrounding districts. The TBT's and BLT worked collaboratively to identify the most at-risk students and created differentiated learning plans for those students.	<b>SQIG Grant:</b> Supplies - \$5,000  Purchased Services – \$5,000  <b>ESSER II:</b> Instruction Services – \$8,000



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-The school supplements the diagnostic assessments with Short-Cycle Assessments in reading and math that are administered on a monthly basis. These assessments are standards-based, and are used to gain real-time student data for the proficiency and mastery of the learning standards. The students that were not meeting the 80% proficiency threshold are given remediated instruction in order to advance the students' mastery of that specific learning standard(s).

-In order to obtain weekly student mastery of content being taught in the classroom, each math and reading teacher administers a CR (Constructed Response) assessment that consists of 2-3 questions each week in reading and math. The CR is directly aligned to the content of the week and varies in Lower Order and Higher Order thinking questions to gauge the full brevity of individual student's comprehension of the content being learned for that week. Students that are not meeting the 80% proficiency threshold are provided with remediated and scaffolded instruction in order to close the proficiency gap of their learning of the standards addressed on the CR.

-For the most real-time and daily assessment data that provides invaluable use for the teacher, is utilizing more informal daily assessments such as an exit slip. Exit slips are used in each content area for all grade-levels and are utilized by the teacher to identify how many students have mastered the learning objective for that day. If more than 50% of the class does not obtain a score of 80% or above on the exit slip, the teacher determines whether to reteach or utilize small group instruction for the next day's lesson to ensure students are mastering each daily objective, as these objectives and learning tasks are built into the Short-Cycle Assessments. The ability to drill-down to daily lesson comprehension checks has proven to be a valuable tool for the data-driven instruction that has become imperative during the pandemic.

### **SUBGROUP FOCUS:**

-During each TBT, the teachers compile their assessment data for that week using exit slips and CR's, as well as any applicable Short-Cycle assessments, to disaggregate the data according to student subgroups. The main focus is on the students' w/disabilities subgroup – teachers work to analyze the data to determine the areas of most need for this subgroup and work with the associated intervention specialist to form a monthly-plan for targeted standards for the students that will lead to the largest proficiency in the standards. Through the continued use of the exit slips and CR's, the team is able to identify the strategies that work best for this subgroup, as well as the standards that they are making those most advances in. The standards that are chosen as the focus of the students, are those that are scaffolded into other standards and are the building-blocks for mastering successive standards in higher grade-levels.

### **ENGAGEMENT – PBIS**



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	<p>-The school will continue to use the goals and strategies outlined in the School Quality Improvement Grant for attracting parent and community engagement with the school. The school understands that additional family resources will be needed from the community to assist in their needs during this crucial time. The School and Family Liaison is working with local community vendors and their SST to obtain targeted services for the students and families. A few community resources that have been implemented is Mental Health Services for students and families, local Food Bank and Pantry support for in school and out of school, area churches with clothing and food services, and community medical clinics for COVID related concerns and issues.</p> <p>-To maintain a level of student engagement that was consistent pre-pandemic, the school has created a partnership with the local Girls Scouts and Boy Scouts to offer in-school programming. The school has contracted with a vendor for a virtual assembly about Character Education (All For KIDZ), and teachers are implementing the Social-Emotional learning standards within their ELA class to ensure each day, the students are provided with these supports.</p> <p>-The school has continued with its Schoolwide PBIS Plan throughout the entire pandemic and this has proven to be an effective practice for motivating students to engage with their work, teachers, and school throughout these difficult times. The school has supplemented the PBIS program with techniques from Whole Brain Teaching, which has proven to increase the level of engagement in our K-3 learners, with both onsite and remote learners.</p> <p>-The school has implemented an in-person, Literacy Night for all of the students and families that will focus on the Science of Reading while providing parents with strategies they can use at home with the child(ren). In addition, crafts and games associated with literacy fluency will be provided, as well as a hot dinner for all of those that attend. The purpose is to not only re-engage our parents with the school, but to also provide support for parents that are struggling to keep their remote learners engaged.</p> <p><b>AFTER SCHOOL TUTORING</b></p> <p>-The school is offering 1-hour, after school tutoring each day Monday – Thursday for all students in grades K-8. Students are tutored by their grade-level teacher. Students that sign up make the commitment to stay in the tutoring program for a minimum of 6-weeks. Teachers create individual learning plans for each student using their most recent NWEA RIT Score as a baseline measure and to identify the trajectory for learning in the after school program.</p> <p><b>ONE PLAN ALIGNMENT</b></p> <p>-The strategies in this plan align 100% with the One Plan that has been created by the DLT and BLT. The school places the goals in the One Plan</p>	
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	<p>as the prioritized goals, and address the concerns related to the outcome of the pandemic on student achievement, behavior, mental and social health in the One Plan to ensure that the next 3-years are focused on these areas, while also meeting schoolwide achievement goals.</p>	
<p><b>Summer 2021</b></p>	<p><b>SUMMER SCHOOL</b>          -The school has elected to coordinate a 6-week summer school camp specifically for incoming kindergartners called, “Kindergarten: Get Ready, Get Set, &amp; GO!” This camp will expose the incoming kindergarten students to the culture of the school, procedures, logistics, and basic PreK skills to assess for kindergarten readiness. The school will administer the KRA at the conclusion of the camp so that the kindergarten teacher can begin to form instruction strategies, differentiated instructional needs, and potential small group and individual groups for instruction once the fall semester begins.          -The school will also be holding a 6-week summer school camp for all students entering grades 1-8 that have failed to make adequate process in their proficiency and mastery of the learning standards in the previous school year (2020-2021). Instruction will be focused on in-person, small group, differentiated instruction by a properly licensed teacher that will prepare the students for mastery of the standards that will be crucial for the next grade-level. Using the testing blueprints, teachers will formulate individual small group lesson plans that works to address the students most deficient standards mastery. The students will be administered a short-cycle assessment at the conclusion of the 6 weeks to identify those standards/skills that the students have not yet obtained proficiency in. Pending the results, the students may be referred to the RTI team to ensure that the student receive intervention services for the next school year.</p> <p><b>PARENT ENGAGEMENT</b>          -The school has planned for a family and community event two times during the summer months (June, July, August) that will serve to help re-engage our parents and community members with the school, but will also serve to gain information about the services that are needed by our community of families. Each event will offer different resources available to our families based upon the information the school staff has gained at the prior event.          -These events will include fun activities as well as activities centered around math and reading to help reinforce the importance of these content areas for future learning mastery. Support services for parents will be offered, as well as information to help students seek outside resources for additional resources.</p>	<p><b>ESSER II</b>          Instructional Supplies: \$5,000          Transportation: \$7,500  <b>Success &amp; Wellness:</b>          Purchased Services for Instruction: \$8,000</p>



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**2021 - 2022**

**ASSESSMENTS**

-The school will continue to utilize the Diagnostic, Short-Cycle, CR, and Exit Slips to gauge the students' progress and mastery of the learning standards.

**CURRICULUM SUPPORTS**

-The school has identified an ESSA Rated Tier 1 curriculum support for reading that uses a blended approach that will be used for students that are most at-risk of not mastering the learning standards. Students targeted for this program will be selected based upon their most recent score on the NWEA, recent data points on their short-cycle assessments, and informal assessments conducted by the teacher. This program will require students to utilize this program for 75-minutes per week in order to make a 2-year growth in one year.

-In order to supplement math instruction with a large focus on number sense and operations – which is a learning gap for all students, the school has re-organized its math learning block to include a 10-remedial lesson and a 10-minute number sense and operations lesson prior to beginning the instruction based on the learning objective. This restructuring of the math block will permit a dedicated time to concentrate on learning gaps in math. For those that do not need the 10-minute remedial lesson due to evidence on the most recent Short-Cycle and Diagnostic assessment, they will be given an enrichment lesson and activity in which they will work to solve a higher-level thinking task.

**PRIORITIZED STANDARDS**

-The school continues to use the pacing guide given by the district that prioritizes the teaching of the standards in the first 3 quarters of the school year, with the 4<sup>th</sup> quarter used for remedial and enrichment of the learning standards for small group and differentiated instruction. The school uses the Test Specifications and Blueprints provided by the ODE for ensuring teacher comprehension of the standards and the deconstruction of standards that will assist in scaffolding instruction. In addition, teachers have been given professional development on the learning standards and the use of DOK, higher order and lower order thinking skills, and the integration of tasks correlated to other content areas. These approaches will ensure that the standards are being routinely assessed and spiraled in for review throughout each quarter.

**AFTER SCHOOL TUTORING**

-The school is offering 1-hour, after school tutoring each day Monday – Thursday for all students in grades K-8. Students are tutored by their grade-level teacher. Students that sign up make the commitment to stay in the tutoring program for a minimum of 6-weeks. Teachers create individual learning plans for each student using their most recent NWEA RIT Score as

**ESSER II:**

Instructional Supplies  
- \$10,000

**Success & Wellness:**

Purchased Services for Instruction:  
\$4,000

**SQIG Grant:**

Estimated - \$5,000 for Family / Community events and services



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	<p>a baseline measure and to identify the trajectory for learning in the after school program.</p> <p><b>ENGAGEMENT – PBIS</b></p> <p>-The school will continue to use the goals and strategies outlined in the School Quality Improvement Grant for attracting parent and community engagement with the school. The school understands that additional family resources will be needed from the community to assist in their needs during this crucial time. The School and Family Liaison is working with local community vendors and their SST to obtain targeted services for the students and families. A few community resources that have been implemented is Mental Health Services for students and families, local Food Bank and Pantry support for in school and out of school, area churches with clothing and food services, and community medical clinics for COVID related concerns and issues.</p> <p>-To maintain a level of student engagement that was consistent pre-pandemic, the school will work to connect with at least 5 community vendors that can build rapport with the students in our school by providing services and enrichment activities for our students that supports our goals in the One Plan for student engagement.</p> <p>-The school will continue with its Schoolwide PBIS Plan. The school has supplemented the PBIS program with techniques from Whole Brain Teaching, which has proven to increase the level of engagement in our K-3 learners, with both onsite and remote learners.</p> <p>--The school will continue to implement academic based programming for family events to help encourage parents to offer support and home and provide them with the knowledge to do so.</p>	
<p><b>2022 - 2023</b></p>	<p><b>ASSESSMENTS</b></p> <p>-The school will continue to utilize the Diagnostic, Short-Cycle, CR, and Exit Slips to gauge the students' progress and mastery of the learning standards.</p> <p><b>CURRICULUM SUPPORTS</b></p> <p>-The school has identified an ESSA Rated Tier 1 curriculum support for reading that uses a blended approach that will be used for students that are most at-risk of not mastering the learning standards. Students targeted for this program will be selected based upon their most recent score on the NWEA, recent data points on their short-cycle assessments, and informal assessments conducted by the teacher. This program will require students to utilize this program for 75-minutes per week in order to make a 2-year growth in one year. The school will continue to utilize this program to close the achievement gap for our most at-risk population of students.</p> <p>-In order to supplement math instruction with a large focus on number sense and operations – which is a learning gap for all students, the school has re-organized its math learning block to include a 10-remedial lesson and a 10-</p>	<p><b>Success &amp; Wellness:</b> Purchased Services for Instruction: \$4,000</p> <p><b>SQIG Grant:</b> Estimated - \$5,000 for Family / Community events and services</p>



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minute number sense and operations lesson prior to beginning the instruction based on the learning objective. This restructuring of the math block will permit a dedicated time to concentrate on learning gaps in math. For those that do not need the 10-minute remedial lesson due to evidence on the most recent Short-Cycle and Diagnostic assessment, they will be given an enrichment lesson and activity in which they will work to solve a higher-level thinking task.

### **PRIORITIZED STANDARDS**

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### **AFTER SCHOOL TUTORING**

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-To maintain a level of student engagement that was consistent pre-pandemic, the school will continue to build partnerships with community





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	<p>vendors and resources that will work to enrich the school culture and climate as well as increase the parent engagement with the school and staff.</p> <p>-The school will continue with its Schoolwide PBIS Plan. The school will supplement the PBIS program with techniques from Whole Brain Teaching, which has proven to increase the level of engagement in our K-3 learners.</p> <p>-The school will continue to implement academic based programming for family events to help encourage parents to offer support and home and provide them with the knowledge to do so.</p>	
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## Approaches to Address Academic Gap Filling

<b>Approaches Removing/Overcoming Barriers</b>	&	<p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>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></p>
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<p><b>Considerations:</b></p> <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>	<p><b>Budget</b></p>
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<p><b>Spring 2021</b></p>	<p><b>TBT’s</b>          Each TBT utilizes the 5-step process for assessment creation, data analysis, and the identification of learning gaps for groups and individual students. The 5-step process ensures that the teachers are analyzing subgroup data, and especially data for students’ w/disabilities. The teachers will continue to use TBT meetings to gauge student understanding, identification of learning gaps, progress monitoring of learning standards mastery compared to the daily objectives, and formulating student success plans as needed.</p> <p><b>BLT’s</b>          The school BLT uses the 5-step process in their weekly meetings when analyzing the information presented by the individual TBT’s. The main focus has been to identify any students that are in need of individualized</p>	<p><b>Success &amp; Wellness:</b>          Purchased Services for Instruction: \$4,000</p>
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interventions and progress monitors the success of the interventions for those students that are receiving them. The BLT assists the TBT members with creating Student Success Plans for attendance, academic, or behavioral related concerns.

In addition, the BLT uses the data to gauge the progress in the goals contained in the OIP. The OIP goals, strategies, and action steps are routinely monitored to ensure fidelity to the program, as well as to identify any areas that need modifications (action steps) to ensure the goals will be achieved by the end of the OIP term.

## **AFTER SCHOOL TUTORING**

-The school will offer 1-hour, after school tutoring each day Monday – Thursday for all students in grades K-8. Students are tutored by their grade-level teacher. Students that sign up make the commitment to stay in the tutoring program for a minimum of 6-weeks. Teachers create individual learning plans for each student using their most recent NWEA RIT Score as a baseline measure and to identify the trajectory for learning in the after school program. The main focus of the after school tutoring program will be to address the academic gaps that are preventing the individual students from mastering the essential standards that are built into successive learning standards (i.e. comprehension related gaps as opposed to grammar, mechanics).

## **RTI**

The RTI committee uses the data for individual students gathered from the TBTs to identify a tiered support system for the students that have been identified as not making adequate progress and those that are falling farther behind, creating larger academic gaps in their learning. This team meets on a bi-weekly basis, and creates individual learning plans for specific students that have been identified as the most at-risk. The team uses evidence based interventions and monitors the success of the interventions by meeting with the grade-level teacher. In addition, the team will communicate the plan with the parent to ensure that there is fluidity in the system and that all of the child's supports are aware of the goals for that child. Identified students may also receive Title services in which they are provided with small group or 1:1 instruction tailored to the standards they are deficient in.

## **ASSESSMENTS**

Each classroom teachers uses short-cycle assessments on a monthly basis to track the individual progress of students in their standards retention and mastery. Students that continuously fall below the 80% proficiency benchmark are given differentiated instruction and additional supports to ensure this student doesn't fall farther behind. Data boards, goal-setting meetings, and parent communication are strategies that the



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	<p>classroom teacher uses to ensure timely and consistent feedback and communication is being utilized to advance the learning of the student. The assessments are directly aligned to Ohio’s Learning Standards and the OST. Students are provided with an array of question types to ensure the student is proficient with answering questions using multiple question and answer formats.</p>	
<p><b>Summer 2021</b></p>	<p><b>SUMMER SCHOOL</b>          -The school has elected to coordinate a 6-week summer school camp specifically for incoming kindergartners called, “Kindergarten: Get Ready, Get Set, &amp; GO!” This camp will expose the incoming kindergarten students to the culture of the school, procedures, logistics, and basic PreK skills to assess for kindergarten readiness. The school will administer the KRA at the conclusion of the camp so that the kindergarten teacher can begin to form instruction strategies, differentiated instructional needs, and potential small group and individual groups for instruction once the fall semester begins.          -The school will also be holding a 6-week summer school camp for all students entering grades 1-8 that have failed to make adequate process in their proficiency and mastery of the learning standards in the previous school year (2020-2021). Instruction will be focused on in-person, small group, differentiated instruction by a properly licensed teacher that will prepare the students for mastery of the standards that will be crucial for the next grade-level. Using the testing blueprints, teachers will formulate individual small group lesson plans that works to address the students most deficient standards mastery. The students will be administered a short-cycle assessment at the conclusion of the 6 weeks to identify those standards/skills that the students have not yet obtained proficiency in. Pending the results, the students may be referred to the RTI team to ensure that the student receive intervention services for the next school year.</p> <p><b>PARENT ENGAGEMENT</b>          -The school has planned for a family and community event two times during the summer months (June, July, August) that will serve to help re-engage our parents and community members with the school, but will also serve to gain information about the services that are needed by our community of families. Each event will offer different resources available to our families based upon the information the school staff has gained at the prior event.          -These events will include fun activities as well as activities centered around math and reading to help reinforce the importance of these content areas for future learning mastery. Support services for parents will be offered, as well as information to help students seek outside resources for additional resources.</p>	<p><b>Success &amp; Wellness:</b>          Purchased Services for Instruction: \$8,000</p> <p><b>ESSER II:</b>          Transportation \$7,500</p> <p><b>SQIG Grant:</b>          Supplies – Family / Community: \$5,000</p>



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	<p><b>PROFESSIONAL DEVELOPMENT</b> Partnering with the local SST, the school administration and DLT will organize development and training for the staff aligned to the goals in the One Plan and those for identifying the most at-risk students and interventions for such. The Professional Development will also include training provided by the management team and school administration on the topics of instructional delivery, data driven instructional practices, differentiated instruction, and other areas related to the progress monitoring of students and strategies that can be used to combat academic gaps. The school plans to start these training in early-August, with some trainings being virtual throughout June and July.</p>	
<p><b>2021 - 2022</b></p>	<p><b>TBT's</b> The school will continue to utilize TBT's to analyze student data and make determinations about individual student plans, small group plans, and whole group approaches to instruction to alleviate academic gaps.</p> <p>TBT's will also select evidence based strategies for implementation into the classroom that will provide for addressing any gaps in learning and mastery (Gap Filling Approaches). The evidence based strategies will be selected from the What Works Clearinghouse for Early Literacy and Adolescent Literacy recommendations. Teachers in that TBT will be responsible for using the strategy for a minimum of 4-weeks, using progress monitoring throughout the process, to determine if the strategy has helped to gain additional mastery of the learning standards.</p> <p><b>BLT's</b> BLT's will continue to monitor the progress of each TBT, focusing on the evidence based strategy selected by the TBT and monitoring the implementation and fidelity of the strategy based upon student and adult data indicators.</p> <p>The BLT will ensure that the action steps and strategies identified in the One Plan are being addressed and that individual teams are making progress in meeting the goals. Teachers that are in need of additional support will be recognized by the BLT and will be offered additional supports and potential services as needed and identified by the BLT.</p> <p><b>ASSESSMENTS</b> Each classroom teacher will continue to use short-cycle assessments on a monthly basis to track the individual progress of students in their standards retention and mastery. Students that continuously fall below the 80% proficiency benchmark are given differentiated instruction and additional supports to ensure this student doesn't fall farther behind.</p>	<p><b>Title I:</b> Instructional Supplies - \$10,000</p>



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Data boards, goal-setting meetings, and parent communication are strategies that the classroom teacher uses to ensure timely and consistent feedback and communication is being utilized to advance the learning of the student. The assessments are directly aligned to Ohio's Learning Standards and the OST. Students are provided with an array of question types to ensure the student is proficient with answering questions using multiple question and answer formats. Results are presented in TBT meetings and academic gaps are identified.

### **CURRICULUM SUPPORT**

Students that have been identified as those needing Tier 2 or 3 interventions will continue to receive supports in reading and math through the curriculum support of the reading and math intervention curriculum (as identified in first section). The students will be provided with a blended approach that will address high priority reading and math standards.

### **PROFESSIONAL DEVELOPMENT**

Partnering with the local SST, the school administration and DLT will organize development and training for the staff aligned to the goals in the One Plan and those for identifying the most at-risk students and interventions for such. The Professional Development will also include training provided by the management team and school administration on the topics of instructional delivery, data driven instructional practices, differentiated instruction, and other areas related to the progress monitoring of students and strategies that can be used to combat academic gaps. The school is in the process of creating a year-long PD Calendar in which a trajectory of PD is listed.

### **AFTER SCHOOL TUTORING**

-The school is offering 1-hour, after school tutoring each day Monday – Thursday for all students in grades K-8. Students are tutored by their grade-level teacher. Students that sign up make the commitment to stay in the tutoring program for a minimum of 6-weeks. Teachers create individual learning plans for each student using their most recent NWEA RIT Score as a baseline measure and to identify the trajectory for learning in the after school program. The focus is on addressing and remediating the lack of standards mastery that is affecting the mastery of priority standards (comprehension, number sense)

### **FAMILY ENGAGEMENT**

The school will continue to implement the goals and strategies in the One Plan that are centered upon Community and Family Engagement. Additional events will be created and implemented that are more academic focused in order to provide parents with the essential



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	<p>information about their child's progress as well as supports that are offered and can be implemented. Community Vendors that are educationally based will be presented to the parents at the events for parent access.</p>	
<p><b>2022 - 2023</b></p>	<p><b>TBT's</b>          The school will continue to utilize TBT's to analyze student data and make determinations about individual student plans, small group plans, and whole group approaches to instruction to alleviate academic gaps.</p> <p>TBT's will also select evidence based strategies for implementation into the classroom that will provide for addressing any gaps in learning and mastery (Gap Filling Approaches). The evidence based strategies will be selected from the What Works Clearinghouse for Early Literacy and Adolescent Literacy recommendations. Teachers in that TBT will be responsible for using the strategy for a minimum of 4-weeks, using progress monitoring throughout the process, to determine if the strategy has helped to gain additional mastery of the learning standards.</p> <p><b>BLT's</b>          BLT's will continue to monitor the progress of each TBT, focusing on the evidence based strategy selected by the TBT and monitoring the implementation and fidelity of the strategy based upon student and adult data indicators.</p> <p>The BLT will ensure that the action steps and strategies identified in the One Plan are being addressed and that individual teams are making progress in meeting the goals. Teachers that are in need of additional support will be recognized by the BLT and will be offered additional supports and potential services as needed and identified by the BLT.</p> <p><b>ASSESSMENTS</b>          Each classroom teacher will continue to use short-cycle assessments on a monthly basis to track the individual progress of students in their standards retention and mastery. Students that continuously fall below the 80% proficiency benchmark are given differentiated instruction and additional supports to ensure this student doesn't fall farther behind. Data boards, goal-setting meetings, and parent communication are strategies that the classroom teacher uses to ensure timely and consistent feedback and communication is being utilized to advance the learning of the student. The assessments are directly aligned to Ohio's Learning Standards and the OST. Students are provided with an array of question types to ensure the student is proficient with answering questions using multiple question and answer formats. Results are presented in TBT meetings and academic gaps are identified.</p>	<p><b>Title I:</b>          Instructional Supplies - \$10,000</p>



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	<p><b>CURRICULUM SUPPORT</b>          Students that have been identified as those needing Tier 2 or 3 interventions will continue to receive supports in reading and math through the curriculum support of the reading and math intervention curriculum (as identified in first section). The students will be provided with a blended approach that will address high priority reading and math standards.</p> <p><b>AFTER SCHOOL TUTORING</b>          -The school is offering 1-hour, after school tutoring each day Monday – Thursday for all students in grades K-8. Students are tutored by their grade-level teacher. Students that sign up make the commitment to stay in the tutoring program for a minimum of 6-weeks. Teachers create individual learning plans for each student using their most recent NWEA RIT Score as a baseline measure and to identify the trajectory for learning in the after school program. The focus is on addressing and remediating the lack of standards mastery that is affecting the mastery of priority standards (comprehension, number sense)</p> <p><b>FAMILY ENGAGEMENT</b>          The school will continue to implement the goals and strategies in the One Plan that are centered upon Community and Family Engagement. Additional events will be created and implemented that are more academic focused in order to provide parents with the essential information about their child’s progress as well as supports that are offered and can be implemented. Community Vendors that are educationally based will be presented to the parents at the events for parent access.</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>
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<p><b>Considerations:</b></p> <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>Budget</b>
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<p><b>Spring 2021</b></p>	<p><b>UNIVERSAL SEL SCREENER</b>          The BLT and DLT are currently in the process of researching and obtaining a universal SEL screener that will allow for the early identification of students needing additional support services (potential – SAEBRS screener or SRSS Screener)          The team is seeking to identify a specific screener for students entering kindergarten, as well as another screener for current K-8 students.</p> <p>The school is also in the process of identifying the multi-tiered interventions specially aligned to Social, Emotional, and Behavioral conditions – partnership with the SST will assist with providing teacher training and the identification to classroom interventions as a Tier 1 resource to provide for all students.</p> <p>In addition, the use of teacher and parent referrals will assist with the identification of students needing supports, as well as the data gathered from office discipline referrals for specific students and correlating infractions.</p>	<p><b>Success &amp; Wellness:</b>          \$5,000 - \$7,000 – universal screener</p>
<p><b>Summer 2021</b></p>	<p>Teachers will be provided with training on the early-identification of students who are in need of SEL supports and interventions and training associated with the interventions (Panorama Interventions for lower grade students). SST assistance with training will be implemented.          Middle-grade teachers will be provided with training on using the Career Based Intervention curriculum while embedding SEL standards into the lessons.</p>	
<p><b>2021 - 2022</b></p>	<p><b>UNIVERSAL SEL SCREENER</b>          The SEL Universal Screener will be administered 3 times per school year to identify students needing support and interventions. The fall diagnostic will be used to identify students, while the winter and spring will be used as a progress monitoring tool. Students that did not test in the at-risk bracket for needing services in the fall will still be administered the screener in winter and spring to ensure they are making progress in the tier 1 supports that are implemented into classroom instruction.</p> <p>In addition, the use of teacher and parent referrals will assist with the identification of students needing supports, as well as the data gathered from office discipline referrals for specific students and correlating infractions</p>	<p><b>Success &amp; Wellness:</b>          \$5,000 - \$7,000 – universal screener</p>
<p><b>2022 - 2023</b></p>	<p><b>UNIVERSAL SEL SCREENER</b>          The SEL Universal Screener will be administered 3 times per school year to identify students needing support and interventions. The fall diagnostic will be used to identify students, while the winter and spring</p>	<p><b>Success &amp; Wellness:</b></p>





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	<p>will be used as a progress monitoring tool. Students that did not test in the at-risk bracket for needing services in the fall will still be administered the screener in winter and spring to ensure they are making progress in the tier 1 supports that are implemented into classroom instruction.</p> <p>In addition, the use of teacher and parent referrals will assist with the identification of students needing supports, as well as the data gathered from office discipline referrals for specific students and correlating infractions</p>	\$5,000 - \$7,000 – universal screener
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## Approaches to Address Social and Emotional Need

<b>Approaches Removing/Overcoming Barriers</b>	<p><b>&amp;</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></p>
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<p><b>Considerations:</b></p> <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>
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<b>Spring 2021</b>	<p><b>IMPACT SOLUTIONS</b></p> <p>As part of the Employee Assistance Program, teachers have been provided with monthly professional development by IMPACT Solutions that has been centered upon the Mental and Emotional health of the staff. The training dealt with pandemic-related trauma on the adult community in our school.</p> <p><b>TIER 1 CHARACTER EDUCATION CURRICULUM</b></p> <p>In support of Ohio’s SEL Standards, the school has implemented the use of the “7 Habits of Happy Kids” and the “7 Habits of Highly Effective Teens” as the main instructional resource for teaching positive social and emotional habits.</p> <p>Every classroom is teaching and reinforcing the habit listed for each month. A visual display/poster of the current and previous 7 Habits is required in each classroom as well as in the school hallway to assist in reinforcing the habits as well as informing building guests. Students should be prepared to explain what the 7 habits are and how they are practiced in the building. At least one interactive project or activity is</p>	<p><b>SQIG Grant:</b></p> <p>Purchased Services – PD, \$5,000</p>
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conducted each month to help obtain student mastery of the habit. 6<sup>th</sup>-12<sup>th</sup> teachers should relate the habits to career preparedness and life outside of school and after graduation. Teachers are expected to practice and reinforce each habit throughout each successive month. A culminating classroom or school project is required in the month of May in which students are given the opportunity to demonstrate their mastery of the 7 Habits in a creative medium. Presentations, group projects, art and/or music projects, school assembly, etc. are encouraged.

### **WHOLE BRAIN TEACHING – KINDNESS ACADEMY**

The school has partnered with Whole Brain Teaching, by Chris Biffle, to provide our teachers with the necessary training and development to implement the character traits that are integrated into the WBT program.

### **EMBEDDED SEL CURRICULUM**

The school uses the Wonders Reading and Study Sync as curriculum resources for supporting Ohio’s Learning Standards in ELA. Wonders and Study Sync have embedded SEL learning and instruction into their curriculum. The teachers use this curriculum as their main support and have successfully integrated the SEL standards throughout the daily lessons.

### **SCHOOLWIDE AND CLASSROOM PBIS**

The school has implemented a schoolwide PBIS program that works to promote positive behavior. Each classroom also has its own “Emulation System” that supports the schoolwide PBIS plan. Both work in conjunction to reinforce the actions steps in the PBIS Plan, also contained in the One Plan.

Additional assemblies and guest speakers will be coordinated to increase the level of engagement for students with character education, PBIS, and SEL.

### **TIER 2 – MATERIALS, PROCEDURES, TRAINING SMALL GROUP or INDIVIDUAL INTERVENTIONS**

Tier 2 interventions will be provided for students that have been referred by the teacher or parent, as well as by the data provided on the universal screener. Groups of students will be split into small cohorts in order to work with small groups, while those most at-risk, as evidenced by the universal screener, will be provided with more individualized, 1:1 instruction and interventions.

Interventions – instruction of key skills (social skills, academic enablers, emotional competencies). Antecedent and Consequence Strategies for use by teachers (Check In, Check out, individual PBIS)



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	<p><u>Progress Monitoring</u> – the universal screener will be administered 3 times per school year and will serve as a progress monitoring tool for students that have been identified as needing interventions. All related staff and family members will hold quarterly conferences in order to ensure proper communication is occurring while the student is receiving SEL interventions and supports.</p> <p><u>Teacher Outreach and Training</u> - the school is partnering with the local SST to provide for teaching training in Tier 1 and 2 interventions.</p> <p><u>Parent Outreach</u> – at each monthly family/community engagement event, local community providers aimed at assisting with mental, social, emotional, and behavioral health will be present to offer their services to parents and students.</p>	
Summer 2021	<p>The school will provide for teacher training related to classroom interventions that can be implemented to reinforce the SEL standards, as well as techniques for working with students that are in need of individual interventions.</p> <p>The school will utilize the summer to connect with local social service agencies to seek additional support for students and their families in hopes of partnering with services at the school.</p>	
2021-2022	<p><b>TIER 1 CHARACTER EDUCATION CURRICULUM</b> In support of Ohio’s SEL Standards, the school has implemented the use of the “7 Habits of Happy Kids” and the “7 Habits of Highly Effective Teens” as the main instructional resource for teaching positive social and emotional habits.</p> <p>Every classroom is teaching and reinforcing the habit listed for each month. A visual display/poster of the current and previous 7 Habits is required in each classroom as well as in the school hallway to assist in reinforcing the habits as well as informing building guests. Students should be prepared to explain what the 7 habits are and how they are practiced in the building. At least one interactive project or activity is conducted each month to help obtain student mastery of the habit. 6<sup>th</sup>-12<sup>th</sup> teachers should relate the habits to career preparedness and life outside of school and after graduation. Teachers are expected to practice and reinforce each habit throughout each successive month. A culminating classroom or school project is required in the month of May in which students are given the opportunity to demonstrate their mastery of the 7 Habits in a creative medium. Presentations, group projects, art and/or music projects, school assembly, etc. are encouraged.</p> <p><b>WHOLE BRAIN TEACHING – KINDNESS ACADEMY</b> The school has partnered with Whole Brain Teaching, by Chris Biffle, to provide our teachers with the necessary training and development to implement the character traits that are integrated into the WBT program.</p>	<p><b>Title IV</b> \$5,000 (PBIS Program, assemblies)</p> <p><b>Success and Wellness</b> Social Service agency – personnel (\$8,000)</p>



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	<p><b>EMBEDDED SEL CURRICULUM</b>          The school uses the Wonders Reading and Study Sync as curriculum resources for supporting Ohio’s Learning Standards in ELA. Wonders and Study Sync have embedded SEL learning and instruction into their curriculum. The teachers use this curriculum as their main support and have successfully integrated the SEL standards throughout the daily lessons.</p> <p><b>SCHOOLWIDE AND CLASSROOM PBIS</b>          The school has implemented a schoolwide PBIS program that works to promote positive behavior. Each classroom also has its own “Emulation System” that supports the schoolwide PBIS plan. Both work in conjunction to reinforce the actions steps in the PBIS Plan, also contained in the One Plan.          Additional assemblies and guest speakers will be coordinated to increase the level of engagement for students with character education, PBIS, and SEL.</p> <p><b>TIER 2 – MATERIALS, PROCEDURES, TRAINING          SMALL GROUP or INDIVIDUAL INTERVENTIONS</b>          Tier 2 interventions will be provided for students that have been referred by the teacher or parent, as well as by the data provided on the universal screener. Groups of students will be split into small cohorts in order to work with small groups, while those most at-risk, as evidenced by the universal screener, will be provided with more individualized, 1:1 instruction and interventions.</p> <p><u>Interventions</u> – instruction of key skills (social skills, academic enablers, emotional competencies). Antecedent and Consequence Strategies for use by teachers (Check In, Check out, individual PBIS)  <u>Progress Monitoring</u> – the universal screener will be administered 3 times per school year and will serve as a progress monitoring tool for students that have been identified as needing interventions. All related staff and family members will hold quarterly conferences in order to ensure proper communication is occurring while the student is receiving SEL interventions and supports.</p> <p><u>Teacher Outreach and Training</u> - the school is partnering with the local SST to provide for teaching training in Tier 1 and 2 interventions.  <u>Parent Outreach</u> – at each monthly family/community engagement event, local community providers aimed at assisting with mental, social, emotional, and behavioral health will be present to offer their services to parents and students.</p> <p><b>SOCIAL SERVICES</b></p>	
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	<p>The school has one local social service agency that provides student counseling and mental health supports. Depending on the number of students identified as needing Tier 2 interventions as evidenced by the universal screener, the school will elect to partner with additional social service agencies to provide for in-school and at-home support.</p>	
<p><b>2022-2023</b></p>	<p><b>TIER 1 CHARACTER EDUCATION CURRICULUM</b>          In support of Ohio’s SEL Standards, the school has implemented the use of the “7 Habits of Happy Kids” and the “7 Habits of Highly Effective Teens” as the main instructional resource for teaching positive social and emotional habits.          Every classroom is teaching and reinforcing the habit listed for each month. A visual display/poster of the current and previous 7 Habits is required in each classroom as well as in the school hallway to assist in reinforcing the habits as well as informing building guests. Students should be prepared to explain what the 7 habits are and how they are practiced in the building. At least one interactive project or activity is conducted each month to help obtain student mastery of the habit. 6<sup>th</sup>-12<sup>th</sup> teachers should relate the habits to career preparedness and life outside of school and after graduation. Teachers are expected to practice and reinforce each habit throughout each successive month. A culminating classroom or school project is required in the month of May in which students are given the opportunity to demonstrate their mastery of the 7 Habits in a creative medium. Presentations, group projects, art and/or music projects, school assembly, etc. are encouraged.</p> <p><b>WHOLE BRAIN TEACHING – KINDNESS ACADEMY</b>          The school has partnered with Whole Brain Teaching, by Chris Biffle, to provide our teachers with the necessary training and development to implement the character traits that are integrated into the WBT program.</p> <p><b>EMBEDDED SEL CURRICULUM</b>          The school uses the Wonders Reading and Study Sync as curriculum resources for supporting Ohio’s Learning Standards in ELA. Wonders and Study Sync have embedded SEL learning and instruction into their curriculum. The teachers use this curriculum as their main support and have successfully integrated the SEL standards throughout the daily lessons.</p> <p><b>TIER 2 – MATERIALS, PROCEDURES, TRAINING SMALL GROUP or INDIVIDUAL INTERVENTIONS</b>          Tier 2 interventions will be provided for students that have been referred by the teacher or parent, as well as by the data provided on the universal screener. Groups of students will be split into small cohorts in order to</p>	<p><b>Title IV</b>          \$5,000 (PBIS Program, assemblies)</p> <p><b>Success and Wellness</b>          Social Service agency – personnel (\$8,000)</p>



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	<p>work with small groups, while those most at-risk, as evidenced by the universal screener, will be provided with more individualized, 1:1 instruction and interventions.</p> <p><u>Interventions</u> – instruction of key skills (social skills, academic enablers, emotional competencies). Antecedent and Consequence Strategies for use by teachers (Check In, Check out, individual PBIS)</p> <p><u>Progress Monitoring</u> – the universal screener will be administered 3 times per school year and will serve as a progress monitoring tool for students that have been identified as needing interventions. All related staff and family members will hold quarterly conferences in order to ensure proper communication is occurring while the student is receiving SEL interventions and supports.</p> <p><u>Teacher Outreach and Training</u> - the school is partnering with the local SST to provide for teaching training in Tier 1 and 2 interventions.</p> <p><u>Parent Outreach</u> – at each monthly family/community engagement event, local community providers aimed at assisting with mental, social, emotional, and behavioral health will be present to offer their services to parents and students.</p> <p><b>SOCIAL SERVICES</b>          The school has one local social service agency that provides student counseling and mental health supports. Depending on the number of students identified as needing Tier 2 interventions as evidenced by the universal screener, the school will elect to partner with additional social service agencies to provide for in-school and at-home support.</p>	
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