

# Learning Recovery & Extended Learning Plan

District Name:	<b>TOLEDO PUBLIC SCHOOLS</b>
District Address:	1609 NORTH SUMMIT STREET, TOLEDO, OHIO 43604
District Contact:	<b>JAMES GAULT</b> EXECUTIVE TRANSFORMATIONAL LEADER, CURRICULUM & INSTRUCTION
District IRN:	<b>044909</b>

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)

# Learning Recovery & Extended Learning Plan

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

Identifying Academic Needs		
<b>Impacted Students:</b>	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)               <ul style="list-style-type: none"> <li>- Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do we extend other opportunities for those who have learned it?</li> </ul> </li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>• Review of MAP Data using OIP</li> <li>• Review of iReady Data</li> <li>• Course Failures / Teacher Created Assessment</li> <li>• Review of ALEKS Data</li> <li>• Continue EWIMS Meetings at the Secondary Level – Reviewing Academic, Attendance, and Discipline Data</li> <li>• Review of SST Data – Students Struggling Academically or with Engagement (Measured by Attendance and SST Contact Logs)</li> <li>• Review Secondary Academic Data to determine Students in need of Credit Recovery</li> <li>• Using Progress Report Data for EL Students to determine need for increased Supports and Intervention</li> </ul>	TBD
<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>• Review of MAP Data using OIP</li> <li>• Review of iReady Data</li> <li>• Course Failures</li> <li>• Review of ALEKS Data</li> <li>• Review End of Year EWIMS Data including Academic, Attendance, and Discipline Data</li> <li>• Review of OELPA Data</li> </ul>	TBD
<b>2021 - 2022</b>	<ul style="list-style-type: none"> <li>• Review of MAP Data using OIP</li> <li>• Review of iReady Data</li> <li>• Course Failures / Teacher Created Assessments</li> <li>• OST Results Review</li> <li>• Review of ALEKS Data</li> <li>• Hold EWIMS Meetings at the High School Level –               <ul style="list-style-type: none"> <li>○ Start of the School Year to Review End of Year 2021 Data</li> <li>○ Following Each Midterm, Quarter, and Semester Marking Periods</li> </ul> </li> </ul>	EWIMS Substitutes

# Learning Recovery & Extended Learning Plan

	<ul style="list-style-type: none"> <li>○ End of Year to Review Implementation Data from the 2021-2022 SY</li> <li>● Freshmen Cluster Meetings held before the start of the School Year and Weekly to review Academic, Attendance, and Discipline Data for Grade 9</li> <li>● Use Progress Monitoring Data to determine EL Student progress to Goals and Adjust Services and Interventions as Needed</li> </ul>	
<b>2022 - 2023</b>	<ul style="list-style-type: none"> <li>● Review of ALEKS Data</li> <li>● Hold EWIMS Meetings at the High School Level               <ul style="list-style-type: none"> <li>○ Start of the School Year to Review End of Year 2021 Data</li> <li>○ Following Each Midterm, Quarter, and Semester Marking Periods</li> <li>○ End of Year to Review Implementation Data from the 2021-2022 SY</li> </ul> </li> <li>● Freshmen Cluster Meetings Held before the start of the School Year and Weekly to Review Academic, Attendance, and Discipline Data for Grade 9</li> <li>● Universal SEL / Student Wellness Screening Instrument</li> <li>● Use Progress Monitoring Data to determine EL Student Progress to Goals and Adjust Services and Interventions as Needed</li> </ul>	EWIMS Substitutes

## Approaches to Address Academic Gap Filling

<b>Approaches &amp; 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>	
<b>Considerations:</b>	<ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)           <ul style="list-style-type: none"> <li>- Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	<b>Budget</b>
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>● Expanded Learning through Community Partnerships           <ul style="list-style-type: none"> <li>○ Mental Health Partners</li> <li>○ 21<sup>st</sup> Century Programming</li> <li>○ Out of School Time Partners</li> </ul> </li> <li>● After School Tutoring / Credit Recovery</li> <li>● Continue to stress Focus Standards to Educators</li> <li>● Creation of Intervention Resources in Reading / Math</li> <li>● Continued Professional Development in all Areas</li> <li>● Utilize SST Staff to focus on Adult Implementation of Interventions</li> <li>● In-School Credit Recovery</li> <li>● HUB Schools and Community Learning Collaboratives (CLCs)</li> </ul>	TBD

# Learning Recovery & Extended Learning Plan

	<ul style="list-style-type: none"> <li>• Health Centers</li> <li>• Multi-Tiered System of Support</li> <li>• After School ESL Tutoring</li> <li>• English Learner Plan Adjustments</li> <li>• ESL Department Meetings aligned to OIP</li> </ul>	
<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>• TPS Summer Experiences – June 7 through July 1               <ul style="list-style-type: none"> <li>○ Interactive Hands-on Activities</li> <li>○ Engagement in Fun Learning Experiences beyond the Classroom – Presented by Community Partners</li> <li>○ Increase Literacy and Math Skills through Communication, Problem Solving, Critical Thinking, Creativity, and Collaboration</li> <li>○ Social Emotional Learning Activities</li> <li>○ Special Education Support</li> <li>○ Gifted Education Support</li> <li>○ English Learner Support</li> <li>○ Credit Recovery for Students in Grades 9-12</li> <li>○ In-Person Classes for Physical Education, Algebra 1, and Geometry</li> </ul> </li> <li>• Summer Programming in Conjunction with Community Partners – July</li> <li>• AVID Professional Development</li> <li>• STEMM Professional Development</li> <li>• Summer Take-Home Reading Packets with Extended Learning Workbooks</li> <li>• Grades PK-3 at all Comprehensive Literacy State Development Grant Sites</li> <li>• Community Learning Collaboratives</li> <li>• Expanded Summer Learning through Community Partnerships (July)</li> </ul>	TBD
<b>2021 - 2022</b>	<ul style="list-style-type: none"> <li>• iReady District-Wide in K-8</li> <li>• ALEKS Implementation in High School</li> <li>• OLi4</li> <li>• TSL Grant</li> <li>• Summer Take Home Reading Packets with Extended Learning Workbooks for Grades PK-3 at all Comprehensive Literacy State Development Grant Sites</li> <li>• HUB Schools and Community Learning Collaboratives (CLCs)</li> <li>• Health Centers</li> <li>• Expanded Learning through Community Partnerships               <ul style="list-style-type: none"> <li>○ Mental Health Partners</li> <li>○ 21<sup>st</sup> Century Programming</li> <li>○ Out of School Time Partners</li> </ul> </li> <li>• After School Tutoring / Credit Recovery</li> <li>• After School ESL Tutoring</li> <li>• Continued use of English Learner Plans</li> <li>• ESL Department Meetings assigned to OIP</li> </ul>	TBD
<b>2022 - 2023</b>	<ul style="list-style-type: none"> <li>• Summer Take Home Reading Packets with Extended Learning Workbooks for Grades PK-3 at all Comprehensive Literacy State Development Grant Sites</li> <li>• HUB Schools and Community Learning Collaboratives (CLCs)</li> <li>• Health Centers</li> <li>• Expanded Learning through Community Partnerships               <ul style="list-style-type: none"> <li>○ Mental Health Partners</li> <li>○ 21<sup>st</sup> Century Programming</li> </ul> </li> </ul>	TBD

# Learning Recovery & Extended Learning Plan

	<ul style="list-style-type: none"> <li>○ Out of School Time Partners</li> <li>● After School Tutoring / Credit Recovery</li> <li>● After School ESL Tutoring</li> <li>● Continued use of English Learner Plans</li> <li>● ESL Department Meetings assigned to OIP</li> </ul>	
--	--	--

## 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>		<b>Budget</b>
<ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>		
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>● PBIS teams in each Building will review School Summary and Classroom Data to Identify School-Wide Areas of Need</li> <li>● Continued Review of Student Data regarding Attendance, Academics, Work Completion, and Behavior through work with the Student Support Team (SST) in each Building</li> <li>● Classroom Teachers and Paras will provide a First-Hand Source to Identify Students with High SEL Challenges</li> <li>● Continue Follow Up and Support of Students previously Identified as Needing Additional SEL and Behavior Supports</li> <li>● Monitor Behavior Data through Disciplinary Referrals during the Fourth Quarter as these Students may need Additional SEL Support</li> </ul>	TBD
<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>● Students will have opportunities to participate in the TPS Summer Experience where trained Professionals will be able to Monitor and Assess their SEL Strengths and Weaknesses</li> <li>● Students will have opportunities to participate in Summer Programming with District Partners to Assess SEL Strengths and Weaknesses</li> <li>● Mental Health Partners will continue to Work with and Support Current Clients and Assess and Support Student Needs</li> </ul>	TBD
<b>2021 - 2022</b>	<ul style="list-style-type: none"> <li>● District-Wide PBIS training with Administrative leads of School Teams will include training on how Teams can support their Educators in identifying and supporting Individual Student needs, as well as available resources.(PSC Strategy Sessions)</li> <li>● District-Wide School Teams will review Data in Attendance, Academics, and Behavior on at least a monthly basis and wrap supports around Students who are presenting as struggling in any of the above mentioned areas (Core Behavior Teams)</li> </ul>	TBD

# Learning Recovery & Extended Learning Plan

	<ul style="list-style-type: none"> <li>District-Wide Bi-Weekly reminders through District Publications of signs of Students that may be struggling with SEL needs, available resources, and how to connect Students to Resources and Support (Positive Vibes in the Bridge)</li> <li>Expand communication with School Partners to share information about individual Student Needs</li> </ul>	
<b>2022 - 2023</b>	<ul style="list-style-type: none"> <li>District-Wide PBIS training with Administrative Leads of School Teams will include training on how Teams can support their Educators in identifying and supporting Individual Student needs, as well as available resources.(PSC Strategy Sessions)</li> <li>District-Wide School Teams will review Data in Attendance, Academics, and Behavior on at least a monthly basis and wrap supports around Students who are presenting as struggling in any of the above mentioned areas (Core Behavior Teams)</li> <li>District-Wide Bi-Weekly reminders through District Publications of signs of Students that may be struggling with SEL needs, what resources are available, and how to connect students to resources and support(Positive Vibes in the Bridge)</li> <li>Expand Communication with School Partners to share information about Individual Student Needs</li> </ul>	TBD

## Approaches to Address Social and Emotional Need

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs?" (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
<b>Considerations:</b>	<ul style="list-style-type: none"> <li><b>Resources</b> (Existing and Needed)</li> <li><b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li><b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>	<b>Budget</b>
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>Throughout the 2020-2021 school year the Positive School Climate Department has focused on the social and emotional needs of both staff and students through a variety of methods:               <ul style="list-style-type: none"> <li>Facilitating PBIS meetings via google meet and encouraging teams to focus on both noticing students and staffs work and also ways to acknowledge it</li> <li>Working with Student Support Teams at individual buildings to address student need</li> <li>Weekly SEL standard updates in district wide publications with student recognition and staff morale tips</li> <li>Ready-made slides were created to provide educators with the ability to successfully complete morning meeting activities both in person and virtually throughout the year and linking this SEL practice to building positive relationships</li> </ul> </li> </ul>	TBD



# Learning Recovery & Extended Learning Plan

	<ul style="list-style-type: none"> <li>○ Modeling for educators relationship building and nurturing practices via social media platforms (TPS Responsive Classroom Support &amp; TPS Positive School Climate on Facebook)</li> <li>○ Providing SEL practices Professional Development on a virtual platform both at the district level and tailored for individual schools.</li> <li>○ Mentoring &amp; Coaching individual teachers through google meet, email, social media, and in person</li> <li>● As students return to in person learning for the fourth quarter, different social and emotional needs will come to the forefront, our focus will be on creating a caring community in the school and the classroom through research based SEL practices, specifically morning meetings, interactive learning structures, energizers, and de-escalation techniques. Through this work students SEL needs will begin to be met at a universal level</li> </ul>	
<p><b>Summer 2021</b></p>	<ul style="list-style-type: none"> <li>● TPS Summer Experience-June 7-July 1:             <ul style="list-style-type: none"> <li>○ SEL Practices will be embedded in each session                 <ul style="list-style-type: none"> <li>▪ Morning Meeting Slides with a Greeting, Sharing, Activity, &amp; Message for each day of the summer experience</li> <li>▪ Energizers/Brain Breaks to utilize each day will be provided in the form of a resource provided specific to each grade band</li> <li>▪ Closing Circle Slides to wrap up each day with a reflection on the day and to send students home on a positive note</li> </ul> </li> <li>○ The above mentioned practices will provide a solid universal foundation for all students social and emotional well-being and it will also aid in identifying students who may need additional SEL support</li> </ul> </li> <li>● Provide summer school educators with additional supports and resources that students could connect with over the summer through our partnerships</li> </ul>	<p>TBD</p>
<p><b>2021-2022</b></p>	<ul style="list-style-type: none"> <li>● Continue the focus of the Positive School Climate Department that was established during the 2020-2021 school year</li> <li>● Expand the training and support of universal SEL practices at individual buildings:             <ul style="list-style-type: none"> <li>○ Morning Meeting/Advisory</li> <li>○ Hopes &amp; Dreams/Goal Setting</li> <li>○ Energizers/Brain Breaks</li> <li>○ Closing Circles/Reflection</li> <li>○ Soft Starts</li> <li>○ Quiet Time</li> <li>○ Teacher Language</li> <li>○ Logical Consequences</li> <li>○ De-Escalation</li> </ul> </li> <li>● This will create an environment/foundation with opportunities to reinforce and practice social and emotional skills in conjunction with academic learning</li> <li>● Work with individual schools Core Behavior Team to provide resources for both identifying and supporting identified students with targeted and intensive intervention when needed</li> <li>● Mental Health Partners</li> <li>● HUB Schools</li> <li>● Expansion of OST Partnerships</li> <li>● Joint Training</li> <li>● Collaborative Planning</li> <li>● Data Sharing</li> </ul>	<p>TBD</p>

# Learning Recovery & Extended Learning Plan

<p><b>2022-2023</b></p>	<ul style="list-style-type: none"> <li>• Continue the focus of the Positive School Climate Department that was established during the 2020-2021 school year</li> <li>• Continue to expand the training and support of universal SEL practices at individual buildings:             <ul style="list-style-type: none"> <li>○ Morning Meeting/Advisory</li> <li>○ Hopes &amp; Dreams/Goal Setting</li> <li>○ Energizers/Brain Breaks</li> <li>○ Closing Circles/Reflection</li> <li>○ Soft Starts</li> <li>○ Quiet Time</li> <li>○ Teacher Language</li> <li>○ Logical Consequences</li> <li>○ De-Escalation</li> </ul> </li> <li>• This will create an environment/foundation with opportunities to reinforce and practice social and emotional skills in conjunction with academic learning</li> <li>• Work with individual schools Core Behavior Team to provide resources for both identifying and supporting identified students with targeted and intensive intervention when needed.</li> <li>• Mental Health Partners</li> <li>• HUB Schools</li> <li>• Expansion of OST Partnerships</li> <li>• Joint Training</li> <li>• Collaborative Planning</li> <li>• Data Sharing</li> </ul>	<p>TBD</p>
-------------------------	--	------------



## 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.

# Learning Recovery & Extended Learning Plan

## ACADEMIC PLANNING

<p style="text-align: center;"><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 style="text-align: center;"><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> </ul>

# Learning Recovery & Extended Learning Plan

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

<p><b>Determining Social Emotional Needs</b></p>	<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>
--	---

# Learning Recovery & Extended Learning Plan

<b>Addressing Social and Emotional Needs</b>	<p>How will <b>social and emotional needs</b> be <b>addressed</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● MTSS processes</li> <li>● Alignment to existing Wellness Plans</li> <li>● Alignment to existing Student Success Plans</li> <li>● Triage plans</li> <li>● Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners.</li> <li>● Comprehensive Support for Students - screen for social and medical services (work with community agencies), identify students who need instructional support (mentors, tutors, peer support, etc.)</li> </ul>
<b>Resource Link(s):</b>	<p><a href="#">Panorama Equity Guide to Student Learning Loss</a></p> <p><a href="#">CASEL Online SEL Assessment Guide</a></p> <p><a href="#">Ohio's K-12 Social &amp; Emotional Learning Standards</a></p> <p><a href="#">INFOhio's Educator Tools Curriculum Library</a> (filter for "Social Emotional Learning" under Subject)</p> <p><a href="#">Ohio's Whole Child Framework</a></p>

## PROFESSIONAL LEARNING NEEDS

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