Learning Recovery & Extended Learning Plan

District Name:	Early College Academy
District Address:	345 East 5th Ave Columbus, Ohio 43201
District Contact:	Jonathan Stevens
District IRN:	000912

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

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their long-term instructional planning efforts. Please refer to the Planning Support Document at the end of this template for guiding questions and resources.

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

ODE's Planning for Extended Learning FAQ's

Identifying Academic Needs

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

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

Spring 2021	Early College Academy will identify students that are most impacted by the pandemic based upon chronic absenteeism, engagement, and student course failure in English and Math.	**TBD**
Summer 2021	Implement a successful remote extended learning opportunity for students struggling in English and Math in the attempt to attain a high school diploma.	**TBD**

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2021 - 2022	Early College Academy will use the STAR assessment to identify student's with loss of learning in English and Math during the pandemic	**TBD**
2022 - 2023	Early College Academy will use the STAR assessment to identify student's with loss of learning in English and Math during the pandemic	**TBD**

Approaches to Address Academic Gap Filling

Approaches & Removing/ Overcoming Barriers	What approaches will schools/districts use to fill learning needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the "Gap Filling Approaches" (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?	
Considerations: - **Resources** *(Existing and Needed)* - **Partnerships** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* - **Alignment** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)* - *Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)* - **Core Questions to Consider:** - *What do students need to know?* - *How do we know if they've learned it?*		**Budget**

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- How do we intervene for those students who have not learned it? - How do extend other opportunities for those who have learned it?		
Spring 2021	During the development of the extended learning plan teachers will identify student's struggling with chronic absenteeism, engagement, and course passage. • Provide opportunity to every student that needs the support • Provide COTA bus passes for transportation • Clear education/graduation plan with teacher, student, and family • Social emotional supports provided by partnership with OSU social work program • Implement professional learning communities that will affect both teaching practice and student achievement through collaboration, focus on student learning, and continuous teacher learning.	**TBD**
Summer 2021	During the extended learning opportunities teachers will address gaps in the student's content knowledge by providing individualized instruction in English and Math.	**TBD**
2021 - 2022	Teachers will provide tutoring in areas identified by the STAR assessment and discussed by the teacher based team. Tutoring will be used to fill knowledge gaps in English and Math that the pandemic has created	**TBD**
2022 - 2023	Teachers will provide tutoring in areas identified by the STAR assessment and discussed by the teacher based team. Tutoring will be used to fill knowledge gaps in English and Math that the pandemic has created	**TBD**

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Approaches to Identify Social & Emotional Needs

Impacted Students:	*How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?*	
Considerations: - *Resources (Existing and Needed)* - *Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* - *Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)*		**Budget**
Spring 2021	Our school is a dropout recovery school and students have not performed well in traditional school settings. They arrive already vulnerable. Twenty-five percent of our enrollment have an IEP. • Conversations with OSU social workers will identify students with the greatest needs. • Teachers and staff will also identify students who are impacted by the pandemic and may have mental health issues through classroom work and conversations with students. • Surveys will provide data to identify the most serious needs. • Integrate, coordinate, and align with relevant partners to support this work including ESC, key health care, behavioral health, social services and cultural partners.	**TBD**
Summer 2021		**TBD**

	- Conversations with OSU social workers will identify students with the greatest needs. - Teachers and staff will also identify students who are impacted by the pandemic and may have mental health issues through classroom work and conversations with students. - Surveys will provide data to identify the most serious needs. - Integrate, coordinate, and align with relevant partners to support this work including ESC, key health care, behavioral health, social services and cultural partners. - Triage plans – Early Warning System teams will help identify and provide tiered system of supports	
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Approaches to Address Social and Emotional Need

Approaches & Removing/ Overcoming Barriers	*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.)?*

Considerations: - **Resources** *(Existing and Needed)* - **Partnerships** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* - **Alignment** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)*	Budget
Spring 2021 • Professional Development addressing social-emotional needs will be continued. • Best practice based on current research will be utilized to understand and support SEL. • We will consider the resources available through the ESC, The Ohio State University Social Workers, and the other resources provided by the ESC. SEL skills will be incorporated into traditional lesson planning. • SEL learning activities will be introduced. Examples: Understanding the perspective of others, Why a historical figure took certain actions, and Practicing self-reflection. • We will continue to focus on building relationships, creating a safe school environment, meeting students where they are, and building positive self-esteem. • Triage plans – Early Warning System teams will help identify and provide tiered system of supports	TBD

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Summer 2021		TBD
	• Triage plans – Early Warning System teams will help identify and provide tiered system of supports	
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ESC ASSOCIATION

PLANNING SUPPORT DOCUMENT

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

ACADEMIC PLANNING

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Determining Academic Needs	**How will instructional needs be determined?** Possible/Optional item(s) to consider: ● Performance on tests (e.g., district assessments, statewide tests, ACTs, etc.); (Districts will n... achievement data until after the end of the school year and may need to identify assessment ● How will districts determine impacted/vulnerable populations? ● How will districts/schools combat barriers for disengaged students? ● What opportunities were missed due to the inability to access programming? Can any of thes... reinstated in the summer or next school year? (Districts are encouraged to consider this ques... for student populations-- Students with Disabilities, English Language Learners, Gifted Stude... ● Access to key opportunities (e.g., advanced mathematics, physics, higher education, interven... lost due to the pandemic. ● Attainment (e.g., high school diploma, college degree, employment) ● What essential elements of determining instructional needs are already in place? ● District MTSS Process and Universal Screeners ● Use of/Alignment with the OIP/DLT/BLT/TBT process to determine; What do students need t... they've learned it? How do we intervene for those students who have not learned it? How d... opportunities for those students who have learned it? ● Gap Analysis for ELA, Math, Science, and Social Studies ● Prioritize Literacy and Math ● Prioritized Standards ● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. ● Rising Kindergarteners (These students have spent a significant portion of their life in a pand... needs might they have as they enter Kindergarten in Fall 2021?)
Filling Academic Gaps	**How will academic gaps be filled?** Possible/Optional item(s) to consider: ● Existing processes and supports ● Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-schoo... ● MTSS processes ● Effective district-wide/school-wide leadership teams focusing on achievement gaps ● Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs? ● Will measurable objectives be required? Or will these be supplemental offerings that the pare... have their student participate in and benefit from? ● What happens with students who do become proficient? ● Triage plans for Seniors/Credit Recovery Options for HS ● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. ● Student Success Plans ● Personalized learning opportunities ● Clear instructional plans have been created with prioritized standards

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	- Clear instructional plans have been communicated with staff, parents, and other stakeholders - Cross grade-level communication - Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc. - Who, When, How…Cohorts, Family PODs, Layout, and Delivery - How do we ensure at-risk students are taking advantage of the opportunities? - How can disengaged students be reengaged? - How can ESC Family and Community Partnership Liaisons support this work with vulnerable including but not limited to disengaged students? - What steps will be taken to remove/overcome barriers that may be associated with the "Gap (transportation to tutoring, no data to track/identify specific student needs, funding concerns t
Determine Competency	What method(s) will be used to **determine competency** for pandemic learning? Possible/Optional item(s) to consider: - Develop and communicate a plan for determining competency (grading and assessments, gra - Develop and communicate a plan for promoting students vs. retention - Consider equity of practices, long-term consequences, social/emotional factors
Resource Link(s):	What Works Clearinghouse Priority Math, Reading and Writing Standards Determination of Student Educational Needs Exceptional and At-Risk Youth District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities Ohio Improvement Process

SOCIAL & EMOTIONAL NEEDS

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Determining Social Emotional Needs	How will **social and emotional needs** be **determined**? Possible/Optional item(s) to consider: ● District MTSS Process and SEL Screeners ● Student Wellness and Success Plans ● Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. ● How can ESC Family and Community Partnership Liaisons support in this area? ● Are there prevention services/opportunities available through ADAMS and ESCs?
Addressing Social and Emotional Needs	How will **social and emotional needs** be **addressed**? Possible/Optional item(s) to consider: ● MTSS processes ● Alignment to existing Wellness Plans ● Alignment to existing Student Success Plans ● Triage plans ● Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. ● Comprehensive Support for Students - screen for social and medical services (work with community agencies), identify students who need instructional support (mentors, tutors, peer support, etc.)
Resource Link(s):	Panorama Equity Guide to Student Learning Loss CASEL Online SEL Assessment Guide Ohio's K-12 Social & Emotional Learning Standards INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject) Ohio's Whole Child Framework

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PROFESSIONAL LEARNING NEEDS

Professional Learning	What **professional development** activities will be needed/offered to your school district's teachers and partners to support learning recovery? Possible/Optional item(s) to consider: ● Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners. ● How will teachers, stakeholders, and others be brought into the planning and professional learning process? ● If schools are looking to partners to support learning recovery, how will efforts be coordinated? ● How will tutors or others be trained? ● What school staff/ESC/SST staff can support training community partners? ● Alignment to the Ohio Improvement Process and One Needs Assessment ● What social and emotional PD will help teachers address wellness needs of students and staff recovering from added pandemic stressors? (Consider alignment to Student Wellness and Success Plans)
Resource Link(s):	Professional Learning Supports Mental Health Resources ESC Customized Support