



Learning Recovery & Extended Learning Plan

District Name:	Trimble Local Schools
District Address:	1 Tomcat Drive, Glouster, Ohio 45732
District Contact:	John Hurd Superintendent (john.hurd@trimblelocalschools.org)
District IRN:	045922

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



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[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

Data analysis of performance on universal vendor assessment tools to identify gaps in learning progress, including STAR 360 assessments in reading and math..

Staff will also use their teacher-created formative and summative assessments as part of this data analysis umbrella. Qualitative observations of staff are an important part of identification of intervention for students in addition to the quantitative measures in place.

Strong focus and priority on math and literacy growth by grade level, class, and individual student.

Students with Reading Improvement Plans (RIMPs) and Title I services will be a priority for increased intervention.

Each building has an RTI process for reviewing building, grade level, class and individual student data that will continue to be followed to identify students not progressing and at-risk students.

Extended-year services for students in special education using data from the aforementioned assessments to fill in gaps and prevent summer slide.

In grades 7 – 12, course grades and progress towards meeting graduation requirements on time will be completed.



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	<p>Prepare plans for re-enrolling or welcoming back students that were remote learners during the 2020-21 school year.</p> <p>Identify students who need credit recovery and plan appropriate classes to address the needs of the individual student deficiencies.</p>	
Summer 2021	<p>Analysis of Spring Ohio Assessment results to identify any students not earmarked for summer intervention. District will implement T.A.R.P. (Trimble Academic Recovery Program). All student qualifiers will participate in a 18 day extended school year focused on intervention and gap closing for students who did not perform at grade level, failed 3 or more classes or didn't score a 3 or higher on an end of course exam. Program will be 6.5 hours a day with breakfast, lunch, and transportation provided to all students.</p> <p>ESSER funds will be used to expand this summer intervention program in the areas of literacy and math as a focus. Summer intervention programs used will include but not limited to Exact path, Lexia K-12, Edmentum (Study Island) and Google classroom.</p> <p>District and school-wide focus on Ohio assessments and gap analysis of Spring Ohio State Assessment results to identify any students not earmarked for summer intervention.</p>	
2021 - 2022	<p>Data analysis of performance on universal vendor assessment tools to identify gaps in learning progress, including STAR 360 assessments in reading and math..</p> <p>Staff will also use their teacher-created formative and summative assessments as part of this data analysis umbrella. Qualitative observations of staff are an important part of identification of intervention for students in addition to the quantitative measures in place.</p> <p>Strong focus and priority on math and literacy growth by grade level, class, and individual student.</p> <p>Students with Reading Improvement Plans (RIMPs) and Title I services will be a priority for increased intervention.</p> <p>Each building has an RTI process for reviewing building, grade level, class and individual student data that will continue to be followed to identify students not progressing and at-risk students.</p>	



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	<p>Extended-year services for students in special education using data from the aforementioned assessments to fill in gaps and prevent summer slide.</p> <p>In grades 7 – 12, course grades and progress towards meeting graduation requirements on time will be completed.</p>	
<p>2022 - 2023</p>	<p>RTI processes in each building Scheduling of summer intervention for grades K-12</p> <p>Data analysis of performance on universal vendor assessment tools to identify gaps in learning progress, including STAR 360 assessments in reading and math.</p> <p>Staff will also use their teacher-created formative and summative assessments as part of this data analysis umbrella. Qualitative observations of staff are an important part of identification of intervention for students in addition to the quantitative measures in place.</p> <p>Strong focus and priority on math and literacy growth by grade level, class, and individual student.</p> <p>Students with Reading Improvement Plans (RIMPs) and Title I services will be a priority for increased intervention.</p> <p>Each building has an RTI process for reviewing building, grade level, class and individual student data that will continue to be followed to identify students not progressing and at-risk students.</p> <p>Extended-year services for students in special education using data from the aforementioned assessments to fill in gaps and prevent summer slide.</p> <p>In grades 7 – 12, course grades and progress towards meeting graduation requirements on time will be completed.</p>	



Approaches to Address Academic Gap Filling

<p>Approaches &</p>	<p><i>What approaches will schools/districts use to fill learning needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling</i></p>
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Removing/ Overcoming Barriers	<i>Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
Considerations: <ul style="list-style-type: none"> - 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.) <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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	<p>RTI process in each building Scheduling of summer intervention for grades K-12 Lexia, Exact Path, Study Island and google classroom for Tier 1 and used for focused intervention in a Tier 2 framework. Focus centered around Math and literacy with these programs.</p> <p>Review use of providing Lexia/Power up to all students in grades 4-6 in lieu of targeted intervention for multiple years.</p>	
Summer 2021	<p>Analysis of Spring Ohio Assessment results to identify any students not earmarked for summer intervention. District will implement T.A.R.P. (Trimble Academic Recovery Program). All student qualifiers will participate in a 18 day extended school year focused on intervention and gap closing for students who did not perform at grade level, failed 3 or more classes or didn't score a 3 or higher on an end of course exam. Program will be 6.5 hours a day with breakfast, lunch, and transportation provided to all students.</p> <p>ESSER funds will be used to expand this summer intervention program in the areas of literacy and math as a focus. Summer intervention programs used will include but not limited to Exact path, Lexia K-12, Edmentum (Study Island) and Google classroom.</p> <p>District and school-wide focus on Ohio assessments and gaps analysis of Spring Ohio State Assessment results in to identify any students not earmarked for summer intervention.</p>	



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2021 - 2022	<p>Data analysis of performance on universal vendor assessment tools to identify gaps in learning progress, including STAR 360 assessments in reading and math..</p> <p>Staff will also use their teacher-created formative and summative assessments as part of this data analysis umbrella. Qualitative observations of staff are an important part of identification of intervention for students in addition to the quantitative measures in place.</p> <p>Strong focus and priority on math and literacy growth by grade level, class, and individual student.</p> <p>Students with Reading Improvement Plans (RIMPs) and Title I services will be a priority for increased intervention.</p> <p>Each building has an RTI process for reviewing building, grade level, class and individual student data that will continue to be followed to identify students not progressing and at-risk students.</p> <p>Extended-year services for students in special education using data from the aforementioned assessments to fill in gaps and prevent summer slide.</p> <p>In grades 7 – 12, course grades and progress towards meeting graduation requirements on time will be completed.</p>	
2022 - 2023	<p>RTI processes in each building Scheduling of summer intervention for grades K-12</p> <p>Data analysis of performance on universal vendor assessment tools to identify gaps in learning progress, including STAR 360 assessments in reading and math.</p> <p>Staff will also use their teacher-created formative and summative assessments as part of this data analysis umbrella. Qualitative observations of staff are an important part of identification of intervention for students in addition to the quantitative measures in place.</p> <p>Strong focus and priority on math and literacy growth by grade level, class, and individual student.</p> <p>Students with Reading Improvement Plans (RIMPs) and Title I services will be a priority for increased intervention.</p>	



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	<p>Each building has an RTI process for reviewing building, grade level, class and individual student data that will continue to be followed to identify students not progressing and at-risk students.</p> <p>Title I summer intervention and Extended School year summer services for special education students will be in place as normal.</p> <p>Extended-year services for students in special education using data from the aforementioned assessments to fill in gaps and prevent summer slide.</p> <p>In grades 7 – 12, course grades and progress towards meeting graduation requirements on time will be completed.</p> <p>Credit recovery for Trimble students which moves them towards graduation.</p> <p>Summer remediation classes for high school students that are in need of additional points on the Ohio assessment for graduation. Summer testing for those students.</p> <p>Analysis of Spring Ohio Assessment results to identify any students not earmarked for summer intervention. Implementation of T.A.R.P. (Trimble Academic Recovery Program) All student qualifiers will participate in a 18 day extended school year focused on intervention and gap closing for students who did not perform at grade level, failed 3 or more classes or didn't score a 3 or higher on an end of course exam. Program will be 6.5 hours a day with breakfast, lunch, and transportation provided to all students.</p> <p>ESSER funds will be used to expand this summer intervention program in the areas of literacy and math as a focus. Summer intervention programs used will include but not limited to Exact path, Lexia K-12, Edmentum (Study Island) and Google classroom.</p> <p>District and school-wide focus on Ohio assessments and gaps analysis of Spring Ohio State Assessment results in to identify any students not earmarked for summer intervention.</p>	
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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

District RTI team processes and identification of struggling students at team/grade level meetings and building meetings.

Two-way communication with families of students.

Partnership with Hopewell Health as a mental and behavioral health support organization.

Use Trauma Informed Care with Hopewell Health to target students of high risk for emotional/social challenges within the school population.

Summer 2021

District RTI team processes and identification of struggling students at team/grade level meetings and building meetings.

Two-way communication with families of students.

Partnership with Hopewell Health as a mental and behavioral health support organization.

Use Trauma Informed Care with Hopewell Health to target students of high risk for emotional/social challenges within the school population

2021 - 2022

District RTI team processes and identification of struggling students at team/grade level meetings and building meetings.



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	<p>Two-way communication with families of students.</p> <p>Partnership with Hopewell Health as a mental and behavioral health support organization.</p> <p>Use Trauma Informed Care with Hopewell Health to target students of high risk for emotional/social challenges within the school population</p>	
2022 - 2023	<p>District RTI team processes and identification of struggling students at team/grade level meetings and building meetings.</p> <p>Two-way communication with families of students.</p> <p>Partnership with Hopewell Health as a mental and behavioral health support organization.</p> <p>Use Trauma Informed Care with Hopewell Health to target students of high risk for emotional/social challenges within the school population</p>	



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Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers	<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>
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Considerations:	Budget
<ul style="list-style-type: none"> - 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.) 	

Spring 2021	<p>District RTI team processes and identification of struggling students at team/grade level meetings and building meetings. Also continue PBIS training and programming for staff and students.</p> <p>Develop student success plans for struggling students that include SEL</p> <p>.</p> <p>Two way communication with families of students.</p> <p>Partnership with Hopewell Health as a mental and behavioral health support organization.</p>	
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Summer 2021	<p>District RTI team processes and identification of struggling students at team/grade level meetings and building meetings.</p> <p>.</p> <p>Two way communication with families of students Struggling in preparation for the 2021-22 school year. Put supports in place for them academically and from a social/emotional perspective. This coordination will occur with building teams including administrators, counselors, classroom teachers and families.</p> <p>Partnership with Hopewell Health as a mental and behavioral health support organization.</p>	
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2021-2022	<p>District RTI team processes and identification of struggling students at team/grade level meetings and building meetings.</p> <p>.</p> <p>Two way communication with families of students.</p> <p>Two way communication with families of students Struggling in preparation for the 2021-22 school year. Put supports in place for them academically and from a social/emotional perspective. This coordination will occur with building teams including administrators, counselors, classroom teachers and families.</p> <p>Partnership with Hopewell Health as a mental and behavioral health support organization. On site mental health expert in place.</p> <p>Staff/Student continued professional development for PBIS programming for district K-12.</p> <p>Develop student success plans for struggling students that include SEL components.</p>	
2022-2023	<p>District RTI team processes and identification of struggling students at team/grade level meetings and building meetings.</p> <p>.</p> <p>Two way communication with families of students.</p> <p>Partnership with Hopewell Health as a mental and behavioral health support organization. On site mental health expert in place.</p> <p>Two way communication with families of students Struggling in preparation for the 2021-22 school year. Put supports in place for them academically and from a social/emotional perspective. This coordination will occur with building teams including administrators, counselors, classroom teachers and families.</p> <p>Develop student success plans for struggling students that include SEL components.</p>	



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PLANNING SUPPORT DOCUMENT

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

ACADEMIC PLANNING



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Determining Academic Needs

How will instructional needs be determined?

Possible/Optional item(s) to consider:

- Performance on tests (e.g., district assessments, statewide tests, ACTs, etc.); (Districts will not have statewide achievement data until after the end of the school year and may need to identify assessment tools to identify gaps.)
- How will districts determine impacted/vulnerable populations?
- How will districts/schools combat barriers for disengaged students?
- What opportunities were missed due to the inability to access programming? Can any of these opportunities be reinstated in the summer or next school year? (Districts are encouraged to consider this question through an equity lens for student populations-- Students with Disabilities, English Language Learners, Gifted Students, All Learners, etc.)
- Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic.
- Attainment (e.g., high school diploma, college degree, employment)
- What essential elements of determining instructional needs are already in place?
- District MTSS Process and Universal Screeners
- Use of/Alignment with the OIP/DLT/BLT/TBT process to determine; What do students need to know? How do we know if they've learned it? How do we intervene for those students who have not learned it? How do we extend other opportunities for those students who have learned it?
- Gap Analysis for ELA, Math, Science, and Social Studies
- Prioritize Literacy and Math
- Prioritized Standards
- Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.
- Rising Kindergarteners (These students have spent a significant portion of their life in a pandemic environment. What needs might they have as they enter Kindergarten in Fall 2021?)

Filling Academic Gaps

How will academic gaps be filled?

Possible/Optional item(s) to consider:

- Existing processes and supports
- Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.)
- MTSS processes
- Effective district-wide/school-wide leadership teams focusing on achievement gaps
- Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs?
- Will measurable objectives be required? Or will these be supplemental offerings that the parent/guardian may choose to have their student participate in and benefit from?
- What happens with students who do become proficient?
- Triage plans for Seniors/Credit Recovery Options for HS
- Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.
- Student Success Plans
- Personalized learning opportunities
- Clear instructional plans have been created with prioritized standards
- Clear instructional plans have been communicated with staff, parents, and other stakeholders
- Cross grade-level communication
- Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc.
- Who, When, How...Cohorts, Family PODs, Layout, and Delivery
- How do we ensure at-risk students are taking advantage of the opportunities?
- How can disengaged students be reengaged?



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	<ul style="list-style-type: none"> • How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students? • 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.)?
Determine Competency	<p>What method(s) will be used to determine competency for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement) • Develop and communicate a plan for promoting students vs. retention • Consider equity of practices, long-term consequences, social/emotional factors
Resource Link(s):	<p>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</p>

SOCIAL & EMOTIONAL NEEDS

Determining Social Emotional Needs	<p>How will social and emotional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • 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	<p>How will social and emotional needs be addressed?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • MTSS processes • Alignment to existing Wellness Plans • Alignment to existing Student Success Plans • Triage plans



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	<ul style="list-style-type: none">• 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	<p>What professional development 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">• 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