

# Learning Recovery/Extended Learning Plan

<b>District/Building Name:</b>	Trotwood- Madison City Schools
<b>District/Building Team Members:</b>	District Leadership Team

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.”**

He 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?

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 Centers and other regional and community-based partners.

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.

## DETERMINING AND ADDRESSING ACADEMIC NEEDS

**Consider:** What essential elements are already in place that we can build on?  
How can we be innovative to expand opportunities for student growth?

How will academic needs be determined?	Spr. '21	Sum. '21	'21-'22 Sem 1	'21-'22 Sem 2	Resources Available	Resources Needed	Contact Person(s) n(s)
A.D.1. District Data Team meetings to determine district needs	X	X	X	X	State Testing Data, NWEA/MAP, ProCore, Acadience, IReady collected		ED-Tech Coordinator
A.D.2. Determine structure and schedule for BLTs and TBT meetings to determine individual student-level needs (PLC)	X	X			MTSS Shared Drive with documents and resources	PD/Training Professional Learning Communities	Building Admin
A.D.3. BLT & TBTs meet to analyze multiple data points for each student	X	X	X	X	State Testing Data, Benchmarking data, Formative assessments, Learning Circles Early Warning System	Parent and student surveys, time to administer assessments	Building Admin
A.D.4. Diagnostic testing should be used with students who are off track to determine specific needs			X	X			SEL Building Teams
A.D.5. Determine the standards each grade level/subject area covered at building and district level for 20-21 school year	X	X	X		Curriculum PLC teams will identify Essential Standards	Restructure of time	Curriculum Coordinators and Lead Teachers

How will academic needs be addressed through <u>Tier 1, 2, and 3?</u> :	Spr. '21	Sum '21	'21'22 Sem 1	'21'22 Sem 2	Resources Available	Resources Needed	Contact Person(s)
A.A.1. Develop a plan to place students in classes that allows for differentiated Tier 1 instruction that is manageable for teachers	X	X	X		Cluster grouping, Flexible grouping by grade/classroom, blended grade levels based on need	PD on implementation of differentiated instruction, Additional time at beginning of year for PD needs	Building Admin
A.A.2. Use district-developed decision rules to determine intervention plans for students and/or classes who are off track.	X	X	X	X	Decision rules, intervention materials	Intervention materials, PD on interventions	Building Admin
A.A.3. Create skill-based intervention kits that include a plan for progress monitoring		X	X		Adaptive Software, MTSS Decision rules, Intervention differentiation support	Materials and supplies	Curriculum Department
A.A.4. Develop tools and a schedule to review progress monitoring data every 6 weeks	X	X	X	X	MTSS protocols, building based decision rules	District-created Intervention kits, PD on progress monitoring, district approved curriculum materials and resources	Curriculum Department collaboration with Building Admin.
A.A.5. Provide professional development for teachers about curriculum compacting	X	X	X		Ohio's Reset and Restart plan with Priority Math, Reading and Writing Standards	PD on curriculum compacting	Curriculum Department

A.A.6. Conduct a curriculum audit to help reboot our strong instructional strategies and district-adopted curriculum			X	X	Curriculum audit	Staff PD for gaps identified in audit	Curriculum Department
A.A.7. Develop and implement teacher self-assessment to support reboot of strong instructional strategies and district-adopted curriculum	X	X	X		Self Assessment, PLC resources and MTSS assessments		Curriculum Department
A.A.8. Develop district curriculum and technology implementation guidelines	X	X	X		Curriculum and technology Guidelines		Curriculum Department
A.A.9. At the High School, implement new credit recovery curriculum/program	X	X	X	X	Graduation Alliance	Staff member and curriculum cost	Student Support Services
A.A.10. Increase summer school offerings at all levels	X	X			Curriculum, facilities	Curriculum, transportation, staffing	Curriculum Department
A.A.11. Develop and implement a tutoring model and plan for 2021-2022	X	X	X	X		Hire tutors, training for tutors, Intervention Kits	Curriculum Department
A.A.12. Review and adjust scheduling process to meet district curriculum and technology guidelines	X	X				Curriculum and technology guidelines	Building Admin

A.A.13. Provide families resources related to academic needs			X	X	Family and Community Engagement Coordinator, Social Workers Learning Circles Report	Resources for the district and each building, PD Learning Circles	Building Admin, MTSS Coordinator, Social Workers Family and Community Engagement Coordinator
A.A.14. Expand the implementation and usage of Project Based Learning			X	X	Team or Department Leads	PD for staff	Team or Department Leads
A.A.15. Review and implement equitable grading practices	X	X	X	X		Grading and Equity PD for all staff	Curriculum Department. Building Admin
A.A.16. Implement Level 3 Foundations (3rd grade)		X	X	X	Reading Horizon's Phonics	Reading Specialist and PD	Curriculum Department

## Determining and Addressing Social Emotional Needs

**Consider:** What essential elements are already in place that we can build on?  
How can we be innovative to expand opportunities for student growth?

How will SEL needs be determined?:	Spr '21	Sum '21	'21-'22 Sem 1	'21-'22 Sem 2	Resources Available	Resources Needed	Contact Person(s)
S.D.1. Administer Terrace Metrics screener for grades K-12 to identify SEL needs	X		X	X	Terrace Metrics	Terrace Metrics	Building Admin
S.D.2. Implement MTSS process and structure in all buildings to have individual student level-needs conversations that include SEL needs	X		X	X	Counselors, BLT, Social Workers,	PD on Terrace Metrics	Building Admin
S.D.3. Revise and administer the Student Survey			X	X	Student Survey, Counselors	Schedule for administering	Building Admin
How will SEL needs be addressed?:	Spr '21	Sum '21	'21-'22 Sem 1	'21-'22 Sem 2	Resources Available	Resources Needed	Contact Person(s)
S.A.1. Create a flowchart for SEL referrals that is used during the MTSS process		X	X	X	Whole Child Team		MTSS Coordinator and Building Admin
S.A.2. Implement SEL lessons at all grade levels			X	X	Thrively at MS, Newsela K-12, PreK-1 Conscious Discipline	Tier 3 Support	Building Admin

S.A.3. Provide families resources related to SEL needs	X	X	X	X	Counselors, Social Workers, Family and Community Engagement Coordinator		Counselors, Social Workers, Family and Community Engagement Coordinator
S.A.4. Increase counselor support						Additional counselor(s),	TBD
S.A.5. Through the MTSS process, link mentors with students identified needing support	X	X	X	X	HS Resources: Counselors, Social Worker, Student Encouragers	Mentors from ESSER funds	Counselors, Administrators,
S.A.6. Create community experiences to help students make connections and enhance their background knowledge			X	X	Family and Community Engagement Coordinator	Partnerships with Aullwood and Art Institute and others, transportation, admission fees	Building Admin and Curriculum Department

## Determining and Addressing Behavior Needs

**Consider:** What essential elements are already in place that we can build on?  
How can we be innovative to expand opportunities for student growth?

How will behavior needs be determined?:	Spr '21	Sum '21	'21-'22 Sem 1	'21- '22 Sem 2	Resources Available	Resources Needed	Contact Person(s)
B.D.1. Analyze available data	X		X	X	Public School Works, Classroom Data, Learning Circles		PBIS Coordinator, Building PBIS team
B.D.2. Collect and analyze additional data	X		X	X	Public School Works, PBIS Coordinator	Classroom and student specific data collection forms	PBIS Coordinator
B.D.3. PBIS Needs Assessment	X		X	X	Published needs assessments from PBIS.org		PBIS Coordinator
How will behavior needs be addressed?:	Spr '21	Sum '21	'21-'22 Sem 1	'21- '22 Sem 2	Resources Available	Resources Needed	Contact Person(s)



B.A.1. Continue implementation of PBIS essentials (Core Principles, Foundational Systems, Key Practices) at each building	X		X	X	PBIS Coordinator, PBIS needs assessments, Public School Works	All Staff PD, funding for incentives and planning time	Building Admin
B.A.2. Create a plan for introducing school PBIS plans/systems to students who are new to the building after the start of the school year	X		X	X	PBIS Coordinator, Building PBIS Team		Building PBIS Team
B.A.3. Learn about and implement restorative justice practices	X		X	X	District staff with prior training in restorative justice	All Staff PD	Building Admin
B.A.4. Continue to implement Conscious Discipline and PBIS at elementary buildings	X		X	X	Resources from initial training	PD for new staff members	PBIS Coordinator, MTSS Coordinator
B.A.5. Use an MTSS framework to address needs and build plans/implement interventions at all tiers	X		X	X	Lists of research based interventions, PBIS Coordinator, Counselor	Support for individual teachers with implementation on and data collection	PBIS Coordinator, MTSS Coordinator

B.A.6. Create and utilize building behavior teams to support teachers	X		X	X	PBIS Coordinator, Counselor, Building Admin		Building Admin, PBIS Coordinator
B.A.7. Create and run small groups to teach and practice appropriate behaviors	X		X	X	Counselor, Social Worker, Restorative Justice, Student encouragers,	Staff to run groups	Building Admin, PBIS Coordinator
B.A.8. Implement effective classroom management techniques	X		X	X	Compiled resources on effective classroom management, Classroom management audits, other teachers, PBIS coordinator	PD for staff on effective classroom management	Building Admin
B.A.9. Additional instruction to build executive functioning skills	X		X	X	counselor, PBIS coordinator,	Staff to teach skills and support students	Counselor, Building Admin, PBIS Coordinator

**Professional Learning Needs**

From the three areas above, list the Professional Learning Needs:	Spr1	Sum '21	'21-'22 Sem 1	'21-'22 Sem 2	Resources Available	Resources Needed	Contact Person(s)
1.MTSS Training		X	X	X	Solution Tree Resources		Curriculum Department, Building Admin
2.Core Instruction Professional Development		X	X	X	Achieve the Core, PLC		Curriculum Department
3.Data Analysis PD	X	X	X	X	NWEA/MAP, IReady, ALEX, Procore		Ed Tech Coordinator, Curriculum Department
4.Terrace Metrics	X	X	X	X	Terrace Metrics		Student Supports and SEL Teams
5.PBIS			X				Student Supports and SEL Teams
6.							

**ACADEMIC PLANNING**

<p>Determining Academic Needs</p>	<p>How will instructional needs be determined?</p> <ul style="list-style-type: none"> <li>● District MTSS Process and Universal Screeners</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, WEP adjustments, etc.</li> </ul>
<p>Filling Academic Gaps</p>	<p>How will academic gaps be filled?</p> <ul style="list-style-type: none"> <li>● MTSS process</li> <li>● Triage plans for Seniors</li> <li>● Supports for IEPs/Compensatory Services, WEP adjustments, etc.</li> <li>● Clear instructional plans have been created with prioritized standards</li> <li>● Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> <li>● Cross grade level communication</li> <li>● Coordination with relevant partners to support Literacy Math and SEL, ESCs, tutors, etc</li> <li>● Summer Programing K-12, After School tutoring, Community Tutoring partnerships</li> </ul>
<p>Determine Competency</p>	<p>What method(s) will be used to determine competency for pandemic learning?</p> <p>:</p> <ul style="list-style-type: none"> <li>● Developed and communicated a plan for determining competency (grading and assessments)</li> <li>● Developed and communicated a plan for promoting students vs retention</li> <li>● Equity of practices, long term consequences, social emotional factors</li> </ul> <p>Assessments of actual learning versus missed assignments or attendance factors on grades</p>
<p>Resource</p>	
<p>Link(s):</p>	

**SOCIAL EMOTIONAL NEEDS**

<p>Determining Social Emotional Needs</p>	<p>How will social emotional needs be determined?</p> <p>:</p> <ul style="list-style-type: none"> <li>• District MTSS Process and SEL Screeners (Terrace Metrix</li> <li>• Integrate, coordinate and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners</li> </ul>
<p>Addressing Social and Emotional Needs</p>	<p>How will social and emotional needs be addressed?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• MTSS process</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, Five Rivers Health Care partnership, Samaritan behavioral health, social services and Community partners</li> </ul>
<p>Resource Link(s):</p>	

**PROFESSIONAL LEARNING**

<p>Professional Learning</p>	<p>What professional development activities will be needed/offered to your school district's teachers and partners to support learning recovery?</p> <p>Our Professional Development will be focused on MTSS and the Tiers of support for all students. We will also focus on Core Instruction. We plan to roll out PD beginning in June and continuing throughout the school year to support teachers.</p>
------------------------------	---