



# Learning Recovery & Extended Learning Plan

|                   |  |
|-------------------|--|
| District Name:    | Upper Arlington Schools  |
| District Address: | 1950 N. Mallway Dr., Upper Arlington, OH 43211                     |
| District Contact: | Dr. Andy Hatton, Associate Superintendent of Learning & Leadership |
| District IRN:     | 044933   |

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)

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



# Learning Recovery & Extended Learning Plan

## 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>- <i>Resources (Existing and Needed)</i></li> <li>- <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations)</i></li> <li>- <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> <ul style="list-style-type: none"> <li>- <i>Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</i></li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- <i>What do students need to know?</i></li> <li>- <i>How do we know if they've learned it?</i></li> <li>- <i>How do we intervene for those students who have not learned it?</i></li> <li>- <i>How do we extend other opportunities for those who have learned it?</i></li> </ul> </li> </ul> |  | <b>Budget</b>                        |
| <b>Spring 2021</b>  | <p>The Upper Arlington Schools <a href="#">Strategic Plan</a> has two priorities: whole learning and well-being. Therefore, our district already has a laser focus on the areas of this Extended Learning Plan.</p> <p>In partnership with five other central Ohio districts, Upper Arlington Schools helped establish our <a href="#">Bridge to Achievement and Well-being</a>.</p> <p>For years, Upper Arlington Schools has been in the professional reflective process of focusing on prioritized standards for our learners. In 2020-21, we supported teachers in further focusing on the most essential of those prioritized learning standards, given the restrictive conditions on learning during the pandemic.</p> <p>Throughout the 2020-21 school year, we have progress monitored our students through real-time formative assessments, student conferences, student artifacts (anything where thinking/learning is made visible), summative assessments, STAR, ACT, and OST. Letter grades at the secondary level were also analyzed throughout the year.</p> <p>Throughout the 2020-21 school year, Upper Arlington Schools used the resources at our disposal and worked within the learning pathway we were able to safely provide our students (distance learning, hybrid, in-person, or Online Academy), to meet with and support struggling learners. Grading and feedback practices shifted toward a mastery/proficiency based model which focuses on learning rather than points. Deadlines for work submission have been extended throughout the pandemic, again in alignment with a mastery/proficiency outcome approach.</p> <p>The following data points to intentionally identify academic needs may include but not be limited to:</p> <ul style="list-style-type: none"> <li>● STAR Spring Benchmark</li> <li>● Progress reports (elementary), grade cards (secondary), graduation plans</li> <li>● Formative and summative assessment performance as part of student success plan reviews (RTI process)</li> <li>● Online Academy student progress and results</li> <li>● IEP, 504, WEP goal reviews from throughout the year</li> </ul> | N/A<br>FY20 covered<br>ESSER dollars |



# Learning Recovery & Extended Learning Plan

|                           |   |  |
|---------------------------|---|--|
| <p><b>Summer 2021</b></p> | <p>With our Strategic Plan and Bridge to Achievement and Well-being serving as frameworks, the following are tentative plans to identify the academic needs of students <b>during</b> the summer of 2021</p> <ul style="list-style-type: none"> <li>• Summer Reading Program assessment results (elementary)</li> <li>• Summer Academy assessment and feedback results (secondary)</li> <li>• APEX credit recovery results for high school courses</li> <li>• Monitoring progress and results of students who were given summer extensions on high school courses for “incompletes.</li> <li>• Gathering feedback from students and families on academic needs for the upcoming school year.</li> </ul> |  |
| <p><b>2021 - 2022</b></p> | <p>With our Strategic Plan and Bridge to Achievement and Well-being serving as frameworks, the following are tentative plans to identify the academic needs of students <b>during</b> the 2021-22 school year:</p> <ul style="list-style-type: none"> <li>• Implementation of our new MTSS approach for all students.</li> <li>• Teacher created and district supported common formative assessments that focus on the priority standards in Upper Arlington Schools</li> <li>• Fall STAR benchmarking</li> <li>• Fall 3rd grade reading assessment</li> <li>• Intentional disaggregation of all data points to shed light on subgroups within our district, by building, by grade level.</li> </ul>    |  |
| <p><b>2022 - 2023</b></p> | <p>With our Strategic Plan and Bridge to Achievement and Well-being serving as frameworks, the following are tentative plans to identify the academic needs of students <b>during</b> the 2022-23 school year:</p> <ul style="list-style-type: none"> <li>• Enhancement of MTSS approach for all students.</li> <li>• Teacher created and district supported common formative assessments that focus on the priority standards in Upper Arlington.</li> <li>• Fall STAR benchmarking</li> <li>• Fall 3rd grade reading assessment</li> <li>• Intentional disaggregation of all data points to shed light on subgroups within our district, by building, by grade level.</li> </ul>                      |  |



## Approaches to Address Academic Gap Filling

|  |   |
|--|---|
| <p><b>Approaches &amp; Removing/Overcoming Barriers</b></p>  | <p><i>What approaches will schools/districts use to fill learning needs identified above?<br/>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> |
| <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> </ul> | <p><b>Budget</b></p>  |



# Learning Recovery & Extended Learning Plan

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>- <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> <ul style="list-style-type: none"> <li>- <i>Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</i></li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- <i>What do students need to know?</i></li> <li>- <i>How do we know if they've learned it?</i></li> <li>- <i>How do we intervene for those students who have not learned it?</i></li> <li>- <i>How do extend other opportunities for those who have learned it?</i></li> </ul> </li> </ul> |  |   |
| <p><b>Spring 2021</b></p>   | <p>In partnership with five other central Ohio districts, Upper Arlington Schools helped establish our <a href="#">Bridge to Achievement and Well-being</a>. We will continue to collaborate with these and other districts to design learning experiences to meet the needs of the learners in Upper Arlington for the summer of 2021 and beyond. We see this time frame as our design phase.</p> <p>With that in mind:</p> <ul style="list-style-type: none"> <li>• Upper Arlington moved to all-in learning, 5 days a week on March 1, 2021. Having students all day, 5 days a week has put us in a stronger position to formatively and summatively assess learning to identify academic gaps, meet those needs in real time, and prepare for summer 2021 and beyond.</li> </ul>   |   |
| <p><b>Summer 2021</b></p>   | <p>The following are tentative plans to meet the academic needs of our learners during the summer of 2021 (June):</p> <ul style="list-style-type: none"> <li>• Provide immediate credit recovery to students in high school courses, where they did not pass or received an “incomplete”</li> <li>• Provide and expand our annual Summer Reading Program to qualifying students in grades K-2.</li> <li>• Provide our annual Summer Academy offerings to all students; offset costs this summer for families in need.</li> <li>• Design an “all day” in-person program for K-5 students with a focus on social-emotional well-being, literacy and STEM. Provide transportation and food. Free of cost for families during the month of June.</li> <li>• Design remote learning for any elementary student who wants access to reinforce or enhance academic learning, throughout the entire summer.</li> <li>• Design half day academic supports or extensions for secondary students, open to all, free of charge; offer these both in person and remotely.</li> <li>• Provide Covid Impact supports to qualifying IEP students for the entire summer.</li> <li>• Extended School Year will run in July to meet the IEP needs of our students with the most needs.</li> </ul> <p>The following are tentative plans to meet the academic needs of our learners during the summer of 2021 (August):</p> <ul style="list-style-type: none"> <li>• Design a “2021 Launch” program about 2-3 weeks prior to the school year, with a social-emotional well-being focus to help refine or enhance academics.</li> <li>• The Launch also may include executive functioning skills, life skills, academic content previews, and parent information supports to prep</li> </ul> | <p>FY20 and FY21 budgets</p> <p>ESSER dollars</p> |



# Learning Recovery & Extended Learning Plan

|                    |  |  |
|--------------------|--|--|
|                    | for the school year.   |  |
| <b>2021 - 2022</b> | <p>In our collaboratively designed <a href="#">Bridge to Achievement and Well-being</a>, we have anticipated that our work to identify and close gaps, and to offer extensions to grow all learners will be a focus for years to come.</p> <p>We intend to address this fact by designing and implementing before school, during school, and after school hour learning supports for students to access in-person and remotely throughout the entire 2021-22 school year.</p> <p>Through our new Multiple Tier System of Supports (MTSS) model, we intend to build from student strengths and move away from a “deficit only” model of intervention and gap closing. We believe in meeting students where they are, not where we think they should be.</p> <p>Along with our MTSS model, we are implementing a new data warehouse that will help position us to have success plans for each learner in our district, not just graduation plans for high school students.</p> <p>We are also in the middle stages of universal science of reading literacy approach, which will specifically support rising K and 1st graders with early literacy acquisition.</p> <p>Fortunately, we are shifting to a free, all day Kindergarten model for the 2021-22 school year.</p> |  |
| <b>2022 - 2023</b> | See the 2021-2022 language above.  |  |



# Learning Recovery & Extended Learning Plan

## 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> <ul style="list-style-type: none"> <li>- <i>Resources (Existing and Needed)</i></li> <li>- <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i></li> <li>- <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</i></li> </ul> |   | <b>Budget</b> |
| <b>Spring 2021</b>  | <p>The Upper Arlington Schools <a href="#">Strategic Plan</a> has two priorities: whole learning and well-being. Therefore, our district already has a laser focus on the areas of this Extended Learning Plan.</p> <p>In partnership with five other central Ohio districts, Upper Arlington Schools helped establish our <a href="#">Bridge to Achievement and Well-being</a>.</p> <p>In order to identify the social-emotional needs of our students, we have taken, or will be taking, the following steps:</p> <ul style="list-style-type: none"> <li>● School counselors have engaged in building-level needs assessments to design programming throughout the year, based on student needs.</li> <li>● Prior to the pandemic, Upper Arlington was shifting to a new survey solution called Panorama, similar to many other central Ohio school districts. Engaging in a thoughtful process, we have identified topics for our surveys and will be administering the survey in April of 2021.</li> <li>● We will administer the Ohio Healthy Youth Environment Survey (OHYes!) in May of 2021.</li> <li>● Panorama and OHYes results will serve as a baseline of student information to help inform the design to meet the well-being needs for the summer and fall of 2021.</li> </ul> |               |
| <b>Summer 2021</b>  | <p>With our Strategic Plan and Bridge to Achievement and Well-being serving as frameworks, the following are tentative plans to identify the social-emotional needs of students <b>during</b> the summer of 2021:</p> <ul style="list-style-type: none"> <li>● Using responsive classroom techniques during our summer programs to build community and give regular feedback to adults on the well-being of learners throughout the day.</li> <li>● Using open source Panorama questions or district-designed questions, administering short surveys to students on a daily or weekly basis to get a pulse on the current social-emotional state of students. This may be as simple as the “red-yellow-green” buttons seen at venues with high traffic levels that assess customer satisfaction. Students repeatedly responding in a zone of concern will be given specific outreach and supports.</li> <li>● Offering exit surveys to students of their summer experiences to enhance future planning.</li> </ul>  |               |
| <b>2021 - 2022</b>  | <p>In our collaboratively designed <a href="#">Bridge to Achievement and Well-being</a>, we have anticipated that our work to identify and close gaps, as well as offer extensions to</p>   |               |



# Learning Recovery & Extended Learning Plan

|                           |   |  |
|---------------------------|---|--|
|                           | <p>grow all learners will be a focus for years to come.</p> <p>With the implementation of our newly designed MTSS approach, Panorama will begin to serve as a universal social-emotional well-being screener for all students. This aligns with our strategic plan priority of well-being, with a focus on life balance and a sense of belonging. Further, we plan to use Panorama to gather feedback diversity and inclusion - which inherently connects to a sense of belonging and ultimately access to education. Panorama will be administered twice in 2021-22.</p> <p>The data from Panorama and the spring OHYes survey will inform first semester SEL approaches in our schools. These results will also lead to a deeper dive (tier 2) by our school counselors to be more granular with our needs assessments.</p> |  |
| <p><b>2022 - 2023</b></p> | <p>See the 2021-2022 language above.</p> <p>We may add a pulse check system for more timely feedback between Panorama administrations.</p>  |  |



# Learning Recovery & Extended Learning Plan

## 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>- <i>Resources</i> (Existing and Needed)</li> <li>- <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <i>Alignment</i> (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>   | <p>In partnership with five other central Ohio districts, Upper Arlington Schools helped establish our <a href="#">Bridge to Achievement and Well-being</a>. We will continue to collaborate with these and other districts to design experiences to meet the needs of the learners in Upper Arlington for the summer of 2021 and beyond. We see this time frame as our design phase.</p> <p>With that in mind:</p> <ul style="list-style-type: none"> <li>• Upper Arlington moved to all-in learning, 5 days a week on March 1, 2021. Having students all day, 5 days a week has put us in a stronger position to build even stronger relationships with students and identify social-emotional needs.</li> <li>• We are designing for summer with our school counseling team and our partners at Syntero.</li> </ul>  |
| <b>Summer 2021</b>   | <p>The following are tentative plans to meet the social-emotional needs of our learners during the summer of 2021 (June):</p> <ul style="list-style-type: none"> <li>• Partner with the City of Upper Arlington on summer activities planned by the city to enhance access through transportation and cost supports.</li> <li>• Design an “all day” in-person program for K-5 students with a focus on social-emotional well-being, literacy and STEM. Provide transportation and food. Free of cost for families during the month of June.             <ul style="list-style-type: none"> <li>○ While SEL will be incorporated into academics, we intend to have half of the program focus on fun, play, community building, self-efficacy, balance and belonging.</li> </ul> </li> <li>• Work with our secondary students to design well-being opportunities they find meaningful.</li> </ul> <p>The following are tentative plans to meet the social-emotional needs of our learners during the summer of 2021 (August):</p> <ul style="list-style-type: none"> <li>• Design a “2021 Launch” program about 2-3 weeks prior to the school year, with a social-emotional well-being focus to help refine or enhance academics.</li> <li>• The Launch also may include executive functioning skills, life skills, academic content previews, and parent information supports to prep</li> </ul> |



# Learning Recovery & Extended Learning Plan

|                  |   |  |
|------------------|---|--|
|                  | for the school year.  |  |
| <b>2021-2022</b> | <p>In our collaboratively designed <a href="#">Bridge to Achievement and Well-being</a>, we have anticipated that our work to identify and address social-emotional needs of children is a top priority for years to come.</p> <p>Using Panorama, OHYes, and needs assessment feedback, the following are tentative plans for the 2021-22 school year:</p> <ul style="list-style-type: none"> <li>• Developmentally appropriate community building in all classrooms through approaches such as responsive classroom.</li> <li>• Design affinity groups through the results facilitated by school counselors.</li> <li>• Make sure each child has a positive, meaningful relationship with at least one adult in the school.</li> </ul> <p>In alignment with our <a href="#">Strategic Plan</a> and our existing partnership with the AASA SEL Cohort, we will continue to design and implement seamless integration of SEL practices within our learning environments and throughout the school.</p> <ul style="list-style-type: none"> <li>• To do this effectively, we must also address historically ineffective practices in our schools that directly led to great deals of stress and anxiety in our learners prior to the pandemic, such as: instructional practices, homework practices, grading practices, and curricular resources.</li> </ul> <p>For the 2021-22 school year, our district is adding a Well-being Coordinator who will begin to lead the existing Well-being Advisory Team to run processes on the needs of our students, both in and out of school, and to develop a comprehensive student and staff well-being plan, in alignment with our values and Strategic Plan.</p> |  |
| <b>2022-2023</b> | See the 2021-2022 language above.   |  |

