



Learning Recovery & Extended Learning Plan

District Name:	A+ Children's Academy
District Address:	114 Obetz Rd. Columbus, Ohio 43207
District Contact:	Cathy Blankenship
District IRN:	013232

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





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Identifying Academic Needs		
Impacted Students:	<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>	
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.) <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? 		
Spring 2021	<p>We have been assessing all students, both remote and hybrid, this year with STAR Early Literacy K-3 and Literacy 3-5. We are able to look at the data from this year and even go back to last year for those students who were here. We will look at the Reading Improvement Monitoring Plans and the progress the students have made on those. Grades and attendance will be another factor that we analyze. All third graders, but one, participated in the Third Grade Ohio State Test in Reading so that data will also be a part of our analysis of student progress.</p> <p>The areas where students have the most difficulty are phonics and phonemic awareness.</p> <p>TBT/BLT data</p>	\$6,000 Title I
Summer 2021	<p>Purchase new reading curriculum based on the Science of Reading.</p> <p>Look at end of the year STAR and SPIRE data to determine the biggest areas of need.</p>	\$60,000 ESSER II



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2021 - 2022	<p>We will continue to use STAR and assess no fewer than four times a year to monitor progress. We are planning on purchasing a program called SPIRE and we will assess the first week of school to determine where students' knowledge of reading begins to break down. We will analyze both STAR and SPIRE data to determine appropriate phonics groups. Kindergarten we will use all this data and Kindergarten Readiness data too.</p> <p>We will hold summer school for the students who are not on track in reading and/or math.</p>	\$6,000 ESSER II
2022 - 2023	<p>We will continue to use STAR and assess no fewer than four times a year to monitor progress. We are planning on purchasing a program called SPIRE and we will assess the first week of school to determine where students' knowledge of reading begins to break down. We will analyze both STAR and SPIRE data to determine appropriate phonics groups. Kindergarten we will use all this data and Kindergarten Readiness data too.</p> <p>We will hold summer school for the students who are not on track in reading and/or math.</p>	\$6,000



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Approaches to Address Academic Gap Filling		
Approaches & Removing/Overcoming Barriers	<p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i></p>	
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>We are moving to a 90+ minute uninterrupted reading block. During this time students will not be removed for any reason, there will not be any specials at this time. We will inform parents of the importance of being on time to school. Our focus is going to be on the areas of weakness for our students.</p> <p>Students will have completed the 3rd STAR testing cycle so we will have data to know where students are performing before coming back to school full-time.</p> <p>We are also doing a 60 minute reading block in the afternoon where we have more of a focus on standards, rich vocabulary, writing, etc. Along with this block, we will have a 60 minute math block.</p> <p>We are reviewing new curriculum that is based on the Science of Reading for the beginning of the 21-22 school year.</p>	<p>\$65,000 ESSER II</p>
Summer 2021	<p>Professional development on the new curriculum.</p> <p>Teachers will work on creating centers for the students to do while in the 90 minute reading block based on the appropriate level.</p> <p>Kindergarten/1st Grade Round-Up</p> <p>Activities will be sent home to all students on things to work on. Online curriculum will be available all summer.</p>	<p>\$3,000 ESSER II</p> <p>\$2,000 ESSER II</p> <p>\$500</p>



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	Hire a part-time Intervention Specialist for the 21-22 school year.	\$20,000 ESSER II
2021 - 2022	<p>Our 90 minute reading block will be based on the data from SPIRE. Each teacher will focus on one level. We will analyze the data and put students in a group with others on the same level. Students will go to the teacher who is the expert of their level. During this time the teacher will do 10-15 minute Heggerty phonics lesson. After that they will be working in small groups on the area of reading where they start. Centers will be based on what they need to work on.</p> <p>Amplify will be used as our whole group curriculum.</p> <p>SPIRE will be used for Tier II Interventions</p> <p>SUMMER – We will hold summer school for 6 weeks; 3 days a week for 2 hours. We will open it up to those students who are not on track in grades K-3</p>	<p>\$5,000 ESSER II</p> <p>\$6,000</p>
2022 - 2023	<p>Review 21-22 progress and make any necessary tweaks.</p> <p>Our 90 minute reading block will be based on the data from SPIRE. Each teacher will focus on one level. We will analyze the data and put students in a group with others on the same level. Students will go to the teacher who is the expert of their level. During this time the teacher will do 10-15 minute Heggerty phonics lesson. After that they will be working in small groups on the area of reading where they start. Centers will be based on what they need to work on.</p> <p>Amplify will be used as our whole group curriculum.</p> <p>SPIRE will be used for Tier II Interventions</p> <p>SUMMER – We will hold summer school for 6 weeks; 3 days a week for 2 hours. We will open it up to those students who are not on track in grades K-3</p>	<p>\$6,000 ESSER II</p>



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Approaches to Identify Social & Emotional Needs

Impacted Students:	<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>
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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, OIP, CCIP-related plans, graduation plans, student success plans, etc.) 	

Spring 2021	<p>Implementation of PBIS; teachers will be tracking behavior concerns.</p> <p>Review data on a monthly basis to determine needs.</p>	
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Summer 2021	<p>Create a survey to give to our parents regarding what kind of help we could provide to students.</p> <p>Choose an SEL Curriculum to implement at the beginning of 21-22</p> <p>Finalizing our PBIS Notebook.</p>	<p>\$20,000 ESSER II</p>
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2021 - 2022		
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2022 - 2023		
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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>		
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.) 			Budget
Spring 2021	<p>We are looking into a SEL curriculum. We are currently leaning toward Conscious Discipline.</p> <p>Implementation of PBIS; teachers will be tracking behavior concerns.</p> <p>We are partnered with Hannah Neil Center for Children and ADAMH</p> <p>Complete our sensory room and determine activities with behaviors</p>		
Summer 2021	<p>Choose an SEL Curriculum to implement at the beginning of 21-22</p> <p>Finalizing our PBIS Notebook.</p> <p>Hire a part-time counselor who can work with whole group classes, small Group classes or individual students.</p>		<p>\$20,000 ESSER II</p> <p>\$25,000 ESSER II</p>
2021-2022	Implement SEL curriculum into the daily routine		
2022-2023			



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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.



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ACADEMIC PLANNING

<p>Determining Academic Needs</p>	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● 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?)
<p>Filling Academic Gaps</p>	<p>How will academic gaps be filled?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● 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



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	<ul style="list-style-type: none"> 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 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.)?
<p>Determine Competency</p>	<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
<p>Resource Link(s):</p>	<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>



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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 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):	<p>Panorama Equity Guide to Student Learning Loss</p> <p>CASEL Online SEL Assessment Guide</p> <p>Ohio's K-12 Social & Emotional Learning Standards</p> <p>INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject)</p> <p>Ohio's Whole Child Framework</p>



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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