



## Learning Recovery & Extended Learning Plan

District Name:	United Preparatory Academy - State St.
District Address:	617 W State St. Columbus, OH 4215
District Contact:	Kimberly Williams
District IRN:	014467

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



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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](#)

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>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (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"> <li>- 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)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>● <b>Pandemic Proletunity Improvement Team (PPIT):</b> This committee is led by our Chief Learning Officer and includes instructional leaders from across our network. The problem focus area for the group is: USN staff and students lack easy access to high-quality data and an understanding of sound methods for continual improvement. In the short-term, the group will create a data dashboard to support school staff as they make decisions about prioritizing content, structuring interventions, and determining which groups of students require special attention.</li> <li>● <b>i-Ready Results:</b> Students take the i-Ready assessment three times a year. i-Ready results will be used to determine which students have been most impacted by the pandemic and in which areas.</li> <li>● <b>Curriculum Embedded Skills Assessments:</b> All students will receive regular instruction in Reading, Writing, Math, Social Studies, and Science throughout the spring. All students will take curriculum-embedded assessments to determine their proficiency level in grade-level content.</li> <li>● <b>IEPs:</b> We are continuing to identify students, through the RTI process, who are in need of IEP services. Students on IEPs are meeting with intervention specialists virtually and/or in person in order to work on IEP goals, receive specially designed instruction, and classroom content.</li> </ul>	



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<p><b>Summer 2021</b></p>	<ul style="list-style-type: none"> <li>● <b>Learning Acceleration Training:</b> In June 2021, a team of teachers and leaders will attend a three-day train-the-trainer session hosted by The New Teacher Project. The training will center around TNTPs Acceleration Guide, will be tailored to our local context, and is in collaboration with two other central-Ohio charter schools. This training will prepare leaders to prioritize content, implement intervention systems, and train the staff on these practices during Summer Institute.</li> <li>● <b>Summer Institute:</b> All staff attend a portion of our 3.5 week Summer Institute. During Summer Institute, teachers will have training on learning acceleration and time to adapt curricular plans through data analysis and content prioritization. This will allow teachers to identify the academic needs of students and groups of students.</li> <li>● <b>Family Visits:</b> School staff will prioritize students at academic, social, emotional, and/or engagement risk for next school year and conduct family visits with those families. These visits will help build partnership between the school and the family as well as help inform school staff of the unique needs of our students and families.</li> </ul>	
<p><b>2021 - 2022</b></p>	<ul style="list-style-type: none"> <li>● <b>i-Ready Data Analysis:</b> The i-Ready diagnostic is given in the fall, winter, and spring. Fall results are analyzed to determine achievement levels of individual students and trends across groups of students. Intervention groups and plans are made in response to this data. After the winter administration, data is also analyzed to determine which students are and are not on track to meet typical and stretch goals.</li> <li>● <b>Data Driven Instruction (DDI):</b> The school will continue and enhance DDI procedures and processes to ensure we are collecting and acting on academic data appropriately and thoroughly. These practices will include assessment alignment, assessment analysis protocols and meetings, and Data Meetings to analyze student work. These practices will ensure that we continue to identify academic needs throughout the 2021-2022 school year.</li> </ul>	



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2022 - 2023	The school will continue the practices outlined for the 2021-2022 school year. Throughout the school year, the building leadership team and teacher-based teams will assess the effectiveness of the current plan and iterate when systems aren't producing intended results.	
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### Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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 Approaches" (transportation to tutoring, 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>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (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"> <li>- 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)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	<b>Budget</b>	
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>● <b>Intervention:</b> Intervention was designed to provide the At-Home cohort of students with an opportunity to have one extra live remote lesson with each of their teachers per week. They had one extra live intervention on Wednesdays to ensure they are accessing and comprehending their daily remote instruction.</li> <li>● <b>i-Ready Data Analysis:</b> After taking the i-Ready assessments, students are assigned lessons that meet their individual learning needs. Teachers also use this data to identify grade level gaps in learning and assign students lessons to complete to help fill those gaps</li> </ul>	



UNITED SCHOOLS NETWORK

UNITED PREPARATORY ACADEMY

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<b>Summer 2021</b>	<ul style="list-style-type: none"><li>● <b>Summer Camp:</b> The school will offer Summer Camp during the month of July in partnership with the YWCA of Columbus. Much time and attention will be given to recruiting students whose data indicate they were significantly impacted by the pandemic academically, socially, or emotionally.</li><li>● <b>Family Visits:</b> School staff will prioritize students at academic, social, emotional, and/or engagement risk for next school year and conduct home visits with those families. These visits will help build partnership between the school and the family as well as help inform school staff of the unique needs of our students and families.</li><li>● <b>Learning Acceleration Training and Implementation:</b> School leaders will attend a 3-day training from The New Teacher Project on learning acceleration practices. This train-the-trainer model will allow leaders to adapt plans and prepare in-house training for the rest of the staff during Summer Institute. During Summer Institute, teachers will be trained on learning acceleration practices and have time to adapt curricular plans in accordance with these best practices.</li></ul>	
<b>2021 - 2022</b>	<ul style="list-style-type: none"><li>● <b>Accelerated Learning for all Students:</b> Research shows that the best way to address COVID learning loss is to provide grade level instruction to all students, all the time - providing interventions and accommodations in the moment as opposed to remediating instruction for students who need to make up learning loss.</li><li>● <b>High Dosage Tutoring:</b> High Dosage Tutoring has proven to be an effective intervention for students. With additional federal funding, we intended to dedicate time and space to ensuring that our students have access to high quality tutors during and after the school day.</li><li>● <b>Data Driven Instruction (DDI):</b> The school will continue and enhance DDI procedures and processes. These practices will include assessment alignment, unit assessment analysis protocols and meetings, and Data Meetings to analyze student work. These practices ensure that teachers have the coaching and support to identify gaps frequently and the coaching and support to plan instruction that closes those gaps.</li><li>● <b>Before and After-Care:</b> Students will have access to before- and after-care during the 2021-2022 school year through a partnership with the YWCA. This time will support in addressing academic gaps by providing tutoring opportunities, enrichments, and other structured, supportive activities before and after-school.</li></ul>	



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<b>2022 - 2023</b>	The school will continue the practices outlined for the 2021-2022 school year. Throughout the school year, the building leadership team and teacher-based teams will assess the effectiveness of the current plan and iterate when systems aren't producing intended results.	



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### 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>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>	<b>Budget</b>
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>● <b>Teacher Observations:</b> Teachers who observe a student they believe to be struggling socially and/or emotionally begin by initiating a conversation with the student. When necessary, students will be sent to speak with an available administrator.</li> <li>● <b>Daily Check-in:</b> Teachers check-in with scholars at the beginning of each class period to help them identify how they are feeling. At this time teachers will model identifying their own emotions and sharing strategies that will help scholars regulate their emotions. Scholars have a chart on their desk to help them identify and share how they are feeling during these conversations.</li> <li>● <b>Grade Level Team Meetings:</b> Time is set aside at weekly grade level meetings for teachers to identify students of concern. A teacher will detail the reason for concern with the team and the team responds by sharing their observations of the student being discussed.</li> <li>● <b>Attendance Tracking and Intervention Meetings:</b> Attendance tracking and the resulting communication for absences provides administrators the opportunity to assess the causes of absenteeism at predetermined checkpoints with the student and the parent/guardian.</li> </ul>	
<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>● <b>Family Visits:</b> School staff will prioritize students at academic, social, emotional, and/or engagement risk for next school year and conduct family visits with those families. These visits will help build partnership between the school and the family as well as help inform school staff of the unique needs of our students and families</li> <li>● <b>Student File Review:</b> To gain a better picture of incoming students, the Director of Scholar Life will review their files and connect with</li> </ul>	





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	the families after identifying any potential needs.	
<b>2021 - 2022</b>	<ul style="list-style-type: none"> <li>• <b>Student Incentive System (GOT point reports)</b> - Grow our Team reports provide a weekly tracking system to identify whether students classroom behaviors, referrals and attendance. This will allow for the staff to identify trends or shifts in student behavior.</li> <li>• <b>Weekly Communication</b> - The Director of Scholar Life will provide class data each week to staff in a weekly newsletter. Students and homerooms will have specific goals related to the GROW our TEAM Value of the Month to work on. Homeroom teachers will monitor progress towards those goals and report to students whether or not their class has met their goal. Homeroom teachers are encouraged to set targets and hold students accountable for their role in class performance.</li> <li>• <b>Behavior Referrals with Restorative Practices</b> - If a student is exhibiting a behavior in class that indicates he or she will need more support than a teacher can offer while teaching in a classroom setting, the teacher may issue a behavior referral. The Director of Scholar Life will track and monitor the referral data to identify students needing social and emotional support.</li> <li>• <b>Teacher Observations:</b> Teachers who observe a student they believe to be struggling socially and/or emotionally begin by initiating a conversation with the student. When necessary, students will be sent to speak with an available administrator.</li> <li>• <b>Grade Level Team Meetings:</b> Time is set aside at weekly grade level meetings for teachers to identify students of concern. A teacher will detail the reason for concern with the team and the team responds by sharing their observations of the student being discussed.</li> <li>• <b>Building Leadership Team Meetings:</b> This is aside during each building leader meeting to discuss students of concern at each grade level. Grade Level Chairs bring up the concerns to help the Admin Team and School Director identify student needs.</li> </ul>	
<b>2022 - 2023</b>	The school will continue the practices outlined for the 2021-2022 school year. Throughout the school year, the building leadership team and teacher-based teams will assess the effectiveness of the current plan and iterate when systems aren't producing intended results.	





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### 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>	<ul style="list-style-type: none"> <li>● <b>Morning Culture Time (MCT)</b> - The MCT lessons are focused on building students' social emotional skills and providing enrichment. Students are also exploring goal setting and celebrating AAPI Heritage month.</li> <li>● <b>Attendance Intervention Meetings</b> - Once a student is identified as having significant attendance issues, the attendance intervention team meets with the student and family to discuss solutions to attendance issues as well as any social and emotional needs that may be interfering with their attendance. The AIT works to help the student set goals as well as keeps track of that student's progress on their goals.</li> <li>● <b>Eastway Behavioral Health</b> - After being referred to counseling services, students can be assigned to work with a counselor that is available on site at the school. The counselors work with students in the class as well as outside of the classroom to address any barriers to learning.</li> </ul>	
<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>● <b>Family Visits</b> - The school leadership team will identify students who would benefit from a face-to-face contact with a summer staff member. The school's culture team will take the lead in coordinating family visits with student families and summer staff.</li> <li>● <b>Eastway Behavioral Health</b> - Students will remain in counseling throughout the summer with home visits from their social workers.</li> <li>● <b>Family Resource Center</b> - Families who can self-identify non-academic barriers will have access to our Family Resource Center. The Family Resource Center connects families that are experiencing hardships with resources such as laundry, clothing,</li> </ul>	



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	<p>food, and toiletries.</p>	
<p><b>2021-2022</b></p>	<ul style="list-style-type: none"> <li>• <b>Student Incentive System (GOT Reports)</b> - United Preparatory Academy's GROW our TEAM point system will acknowledge individual acts of good citizenship that promote a positive community.</li> <li>• <b>Behavior Referrals with Restorative Practices</b> - If a student is exhibiting a behavior in class that indicates he or she will need more support than a teacher can offer while teaching in a classroom setting, the teacher may issue a behavior referral. The student will be asked to reflect on their behavior, then talk to the Director or Associate Director of Scholar Life to identify root causes of behavior. Lastly the student will have the opportunity to close the loop with their teacher so that both student and teacher have a shared understanding of the situation. Consistently following up with students to discuss how our values apply to real life situations will not only help our scholars to make good choices, it will also show our students that we care about each and every one of them.</li> <li>• <b>Building Leadership Team Meetings</b> - During Building Leadership Team meetings, the school takes a holistic approach to student concerns. The Director of Scholar Life, Director of Curriculum &amp; Instruction, and Grade Level Chairs collaboratively work to help provide support for students that are struggling. This support could be referrals to counseling, access to non-academic barriers such as food and clothing, attendance interventions, etc.</li> <li>• <b>Advisory</b> - The advisory schedule will include prepared lessons to target the social and emotional needs of students, as well as provide a forum for teacher- and student-led discussions and activities.</li> <li>• <b>Family Resource Center</b> - Families that identify non-academic barriers will have access to our Family Resource Center. The Family Resource Center connects families that are experiencing hardships with resources such as laundry, clothing, food, and toiletries.</li> </ul>	
<p><b>2022-2023</b></p>	<p>The school will continue the practices outlined for the 2021-2022 school year. Throughout the school year, the building leadership team and teacher-based teams will assess the effectiveness of the current plan and iterate when systems aren't producing intended results.</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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<p><b>Determining Academic Needs</b></p>	<p>How will <b>instructional needs</b> be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● 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.)</li> <li>● How will districts determine impacted/vulnerable populations?</li> <li>● How will districts/schools combat barriers for disengaged students?</li> <li>● 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.)</li> <li>● Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic.</li> <li>● Attainment (e.g., high school diploma, college degree, employment)</li> <li>● What essential elements of determining instructional needs are already in place?</li> <li>● District MTSS Process and Universal Screeners</li> <li>● 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?</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, Written Education Plan (WEP) adjustments, etc.</li> <li>● 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?)</li> </ul>
<p><b>Filling Academic Gaps</b></p>	<p>How will <b>academic gaps</b> be filled?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Existing processes and supports</li> <li>● Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.)</li> <li>● MTSS processes</li> <li>● Effective district-wide/school-wide leadership teams focusing on achievement gaps</li> <li>● Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs?</li> <li>● 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?</li> <li>● What happens with students who do become proficient?</li> <li>● Triage plans for Seniors/Credit Recovery Options for HS</li> <li>● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.</li> <li>● Student Success Plans</li> <li>● Personalized learning opportunities</li> <li>● Clear instructional plans have been created with prioritized standards</li> </ul>



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	<ul style="list-style-type: none"> <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>• Who, When, How... Cohorts, Family PODs, Layout, and Delivery</li> <li>• How do we ensure at-risk students are taking advantage of the opportunities?</li> <li>• How can disengaged students be reengaged?</li> <li>• How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students?</li> <li>• 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.)?</li> </ul>
<b>Determine Competency</b>	<p>What method(s) will be used to <b>determine competency</b> for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement)</li> <li>• Develop and communicate a plan for promoting students vs. retention</li> <li>• Consider equity of practices, long-term consequences, social/emotional factors</li> </ul>
<b>Resource Link(s):</b>	<p><a href="#">What Works Clearinghouse</a>  Priority <a href="#">Math</a>, <a href="#">Reading</a> and <a href="#">Writing</a> Standards  <a href="#">Determination of Student Educational Needs</a>  <a href="#">Exceptional and At-Risk Youth</a>  <a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a>  <a href="#">Teacher Level Educational Considerations and Planning</a>  <a href="#">Non-Building Based Learning Opportunities</a>  <a href="#">Ohio Improvement Process</a></p>

## SOCIAL & EMOTIONAL NEEDS

<b>Determining Social Emotional Needs</b>	<p>How will <b>social and emotional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• District MTSS Process and SEL Screeners</li> <li>• Student Wellness and Success Plans</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> <li>• How can ESC Family and Community Partnership Liaisons support in this area?</li> <li>• Are there prevention services/opportunities available through ADAMS and ESCs?</li> </ul>
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<b>Addressing Social and Emotional Needs</b>	<p>How will <b>social and emotional needs</b> be addressed?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>● MTSS processes</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, ADAMHS boards, key health care, behavioral health, social services and cultural partners.</li><li>● 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.)</li></ul>
<b>Resource Link(s):</b>	<p><a href="#">Panorama Equity Guide to Student Learning Loss</a></p> <p><a href="#">CASEL Online SEL Assessment Guide</a></p> <p><a href="#">Ohio's K-12 Social &amp; Emotional Learning Standards</a></p> <p><a href="#">INFOhio's Educator Tools Curriculum Library</a> (filter for "Social Emotional Learning" under Subject)</p> <p><a href="#">Ohio's Whole Child Framework</a></p>



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### PROFESSIONAL LEARNING NEEDS

<b>Professional Learning</b>	<p>What <b>professional development</b> 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"><li>• Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners.</li><li>• How will teachers, stakeholders, and others be brought into the planning and professional learning process?</li><li>• If schools are looking to partners to support learning recovery, how will efforts be coordinated?</li><li>• How will tutors or others be trained?</li><li>• What school staff/ESC/SST staff can support training community partners?</li><li>• Alignment to the Ohio Improvement Process and One Needs Assessment</li><li>• 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)</li></ul>
<b>Resource Link(s):</b>	<a href="#">Professional Learning Supports</a> <a href="#">Mental Health Resources</a> ESC Customized Support