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| District Name: | McDonald Local Schools |
| District Address: | 600 Iowa Ave.  McDonald, OH 44437 |
| District Contact: | Kevin O’Connell, Superintendent |
| District IRN: | 050229 |

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# 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.

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# **“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.”**

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# 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.

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# 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.

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# 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.

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# The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

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# **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](#2xcytpi) at the end of this template for guiding questions and resources.

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# **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](http://education.ohio.gov/Topics/Reset-and-Restart/Planning-for-Extended-Learning)

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| **Identifying Academic Needs** | | |
| **Impacted Students:** | *How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?* | |
| **Considerations:**   * ***Resources***  *(Existing and Needed)* * ***Partnerships*** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* * ***Alignment*** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)*   + *Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)* * ***Core Questions to Consider:***   + *What do students need to know?*   + *How do we know if they’ve learned it?*   + *How do we intervene for those students who have not learned it?*   + *How do we extend other opportunities for those who have learned it?* | | **Budget** |
| **Spring 2021** | * Formative and summative assessments * Quarter Grades, semester grades, and final grades * Attendance * Teacher referral * Building level Intervention Assistance Team Members will assess data and provide additional supports for “at risk” and IEP students * Universal screener given to all Grade K-6 students in ELA / Math |  |
| **Summer 2021** | * Prioritize standards in Math, ELA and Science * Quarter Grades, semester grades, and final grades * Attendance * Teacher referral * Grades 7 and 8 in-person summer school in math, ELA, and science * Offer no-cost online Credit Recovery option for students in grades 9-12 must attend in person for four weeks. Goal is to get students back on track for graduation * Offer no-cost online phonics instruction, 1:1 and small group tutoring, and in-person summer school options for students in Grades K-5. The goal is to continue targeted interventions that were being implemented at the close of the ‘20-’21 school year. |  |
| **2021 - 2022** | * An analysis of student data will occur at the beginning of the school year and will include results from Spring 2021 State Assessments. * Formative and summative assessments * Quarter Grades, semester grades, and final grades * Attendance * Teacher referral * Building level Intervention Assistance Team Members will assess data and provide additional supports for “at risk” and IEP students * Prioritize standards in Math, ELA and Science * Progress monitoring of Quarter Grades, semester grades, and final grades * Attendance * Teacher referral * Grades 7 and 8 in-person summer school in math, ELA, and science * Offer no-cost online Credit Recovery option for students in grades 9-12 must attend in person for four weeks. Goal is to get students back on track for graduation * Partner with TCESC and Valley Counseling for data support and SEL support * STAR assessment given and used to make RIMP plans. * STAR Data discussions at grade level meetings.   + Guides next steps in progress monitoring.   + PAST Assessment   + LETRS Word Reading & Decoding Survey * K and 1 training with the new phonics curriculum.   + K and 1 will start the year using the materials as specified. * Grades 2-6 will implement in-class tier 2 small group instruction based on data as well as their literacy block framework from Spring 2021.   + Interventions and resources can be found on the Literacy website.   + Use Reading Horizons training to enhance word work and advanced phonics. |  |
| **2022 - 2023** | * An analysis of student data will occur at the beginning of the school year and will include results from Spring 2022 State Assessments. * Formative and summative assessments * Quarter Grades, semester grades, and final grades * Attendance * Teacher referral * Building level Intervention Assistance Team Members will assess data and provide additional supports for “at risk” and IEP students * Prioritize standards in Math, ELA and Science * Progress monitoring of Quarter Grades, semester grades, and final grades * Attendance * Teacher referral * Grades 7 and 8 in-person summer school in math, ELA, and science * Offer no-cost online Credit Recovery option for students in grades 9-12 must attend in person for four weeks. Goal is to get students back on track for graduation * Partner with TCESC and Valley Counseling for data support and SEL support * STAR assessment given and used to make RIMP plans. * STAR Data discussions at grade level meetings.   + Guides next steps in progress monitoring.   + PAST Assessment   + LETRS Word Reading & Decoding Survey * Grades 2 and 3 training with the new phonics materials.   + All grades K-3 will use the phonics materials to start the year. * Grades 4 & 5;   + Advanced Phonics & Word Work PD * Grades 6:   + Scaffolding Complex Texts |  |

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| **Approaches to Address Academic Gap Filling** | | |
| **Approaches & Removing/**  **Overcoming Barriers** | *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.)?* | |
| **Considerations:**   * ***Resources***  *(Existing and Needed)* * ***Partnerships*** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* * ***Alignment*** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)*   + *Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)* * ***Core Questions to Consider:***   + *What do students need to know?*   + *How do we know if they’ve learned it?*   + *How do we intervene for those students who have not learned it?*   + *How do we extend other opportunities for those who have learned it?* | | **Budget** |
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| **2021 - 2022** | * An analysis of student data will occur at the beginning of the school year and will include results from Spring 2021 State Assessments. * Formative and summative assessments * Quarter Grades, semester grades, and final grades * Attendance * Teacher referral * Intervention period for students “at risk”, students with teacher referral and students through parent request. * Building level Intervention Assistance Team Members will assess data and provide additional supports for “at risk” and IEP students * Prioritize standards in Math, ELA and Science * Progress monitoring of Quarter Grades, semester grades, and final grades * Attendance * Teacher referral * Grades 7 and 8 in-person summer school in math, ELA, and science * Offer no-cost online Credit Recovery option for students in grades 9-12 must attend in person for four weeks. Goal is to get students back on track for graduation * Partner with TCESC and Valley Counseling for data support and SEL support * STAR assessment given and used to make RIMP plans. * STAR Data discussions at grade level meetings.   + Guides next steps in progress monitoring.   + PAST Assessment   + LETRS Word Reading & Decoding Survey * K and 1 training with the new phonics curriculum.   + K and 1 will start the year using the materials as specified. * Grades 2-6 will implement in-class tier 2 small group instruction based on data as well as their literacy block framework from Spring 2021.   + Interventions and resources can be found on the Literacy website.   + Use Reading Horizons training to enhance word work and advanced phonics. |  |
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| **Approaches to Identify Social & Emotional Needs** | | |
| **Impacted Students:** | *How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?* | |
| **Considerations:**   * ***Resources***  *(Existing and Needed)* * ***Partnerships*** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* * ***Alignment*** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)* | | **Budget** |
| **Spring 2021** | * McDonald Local Schools have teamed up with Valley Counseling. We have two Behavior Specialists on staff (one in high school, one in elementary), as well as, one clinical counselor for the district.   + On-going observations in classrooms and throughout school setting   + Student questionnaires   + 1:1 counseling sessions with students / families   + Student and family referrals / community resources * District counselor for grades K-12 * Annual professional development for staff provided by County ESC * Teacher referrals * Attendance Intervention Plans * Student success plans for students not on track to graduate * Partnered with TCTC to engage students interested in the trades * Parent / Family referrals * Local agency referrals (police, etc…) * Crisis Text Line   + Text 4hope to 741741 |  |
| **Summer 2021** | * District counselor for grades K-12 * Continued services with Valley Counseling * Teacher referrals * Parent / Family referrals * Local agency referrals (police, etc…) * Crisis Text Line   + Text 4hope to 741741 |  |
| **2021 - 2022** | * McDonald Local Schools have teamed up with Valley Counseling. We have two Behavior Specialists on staff (one in high school, one in elementary), as well as, one clinical counselor for the district.   + On-going observations in classrooms and throughout school setting   + Student questionnaires   + 1:1 counseling sessions with students / families   + Student and family referrals / community resources * Annual professional development for staff provided by County ESC * District counselor for grades K-12   + Routine room presentations / lessons for grades K-6   + Positive Action Program * Teacher referrals * Attendance Intervention Plans * Student success plans for students not on track to graduate * Partnered with TCTC to engage students interested in the trades * Parent / Family referrals * Local agency referrals (police, etc…) * Crisis Text Line   + Text 4hope to 741741 |  |
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| **Approaches to Address Social and Emotional Need** | | |
| **Approaches & Removing/**  **Overcoming Barriers** | *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.)?* | |
| **Considerations:**   * ***Resources***  *(Existing and Needed)* * ***Partnerships*** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* * ***Alignment*** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)* | | **Budget** |
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| **Summer 2021** | * District counselor for grades K-12 * Teacher referrals * Parent / Family referrals * Local agency referrals (police, etc…) * Crisis Text Line   + Text 4hope to 741741 |  |
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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](http://education.ohio.gov/Topics/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** | |
| **Determining Academic Needs** | How will **instructional needs** be **determined**?   * Performance on tests (e.g., district assessments, statewide tests, ACTs, Universal Screener etc.) * How will districts determine impacted/vulnerable populations?   + Universal Screener   + District assessments   + Statewide tests * How will districts/schools combat barriers for disengaged students?   + Valley Counseling - Behavior Specialists   + SRO   + Chromebooks and hotspots will be provided to aid student accessibility to learning / resources. * 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?   + There was a delay in purchasing and implementing a Universal Screener for ELA / Math due to failure to receive a state grant for the purchase and implementation. A new Universal Screener was researched and piloted at the end of the ‘20-’21 school year. The district will be moving forward with the purchase, training, and implementation of STARS Renaissance for the ‘21-’22 school year. * 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?   + Teams (TBT, BLT, DLT) * District MTSS Process and Universal Screeners   + Professional development and implementation of the MTSS Model and Universal Screener will proceed in the ‘21-’22 and ‘22-’23 school year. * 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?   + McDonald’s overarching goal is to increase our students’ reading readiness as measured by their performance on the Grade 3 ELA AIR Test from the current 79.3% to 80% by spring of 2021, and 85% by Spring of 2024. Monitoring will be done by the Literacy Team, building principals, tutors, and classroom teachers. Our areas of focus are:   + Subgoal #1: Restructure the Roosevelt Elementary TEAM (TBT / BLT) process and accountability to better focus decision making practices utilizing the Ohio Improvement Plan (OIP) Model.   + Subgoal #2: By Implementing (K-3 level), “Teach students to decode words, analyze word parts, and write and recognize words” which is a strong evidence-based strategy according to the What Works Clearinghouse, Roosevelt Elementary will lower the number of students considered “Not On Track” in literacy from 25% to 15% by Fall 2024 and gradually lower the number of students requiring RIMPs from grades 1-3. This will be measured by a comparison of the state diagnostic assessments from 2020-2024 to previous years.   + Subgoal #3: Implement the Science of Reading across grades K-6 with an emphasis on staff training (Tiers 1/2/3), the alignment of resource to include the all 5 components of literacy (phonological awareness, phonics, fluency, vocabulary, and comprehension), and the establishment of research-based assessment tools (e.g., David Kilpatrick’s PAST Assessment).   Subgoal #1: Restructure the Roosevelt Elementary TEAMs (TBT/BLT) process   * TBTs will meet regularly and submit monthly reports to the BLT   + Meeting roles need to be assigned and used * The BLT will meet monthly to review TBT reports to engage in data-based decision-making regarding the building-wide reading plan   + Percent of students who are low risk, some risk, and at risk for future reading difficulties.   + Percent of students who are responding to reading intervention.   + Percent of students who remain at low risk from one screening to the next.   + Percent of students with reduced levels of risk from one screening period to the next   + RTFI will be conducted annually. * Data will be reported in a Google Classroom with all meeting minutes reported to the BOE * Provide a written report/presentation that summarizes for stakeholders both: student outcome data and school-level fidelity data from the past 12 months   Subgoal #2: Lower the number of students considered “Not On Track” in literacy from 25% to 15% by Fall 2024 and gradually lower the number of students requiring RIMPs from grades 1-3.   * Measured annually by comparison of the number of third grade RIMPs each year to the previous 3 years * Monitoring will be done 3-4 times yearly using research-based assessment tools * Data will be reported on a Google Diagnostic Spreadsheet document shared with the TBT and BLT members * A report to the DLT / BOE will be given at the beginning and end of each year * Reports will be provided that show the number of students who are “not on track” or need “further assessment” to BLTs, TBTs and TCESC. Collectively, teams will make recommendations for adapting instruction, training, and supports available to teachers. * Parents will be notified of each student's performance by the classroom teacher.   Subgoal #3: Implement the Science of Reading across grades K-6 with an emphasis on staff training, the alignment of resources to include all 5 components of literacy and the establishment of research-based assessment tools.   * All staff will be trained in the Science of Reading. An emphasis will be placed on Tier 1 instruction to ensure all students are getting quality core content * Annually, RES will receive a Local Report Card that demonstrates progress toward meeting the AMO for all students as well as each identified subgroup. * District leadership will share these reports with TCESC, BOE, teachers, families and the community * District leaders will collaborate with the TCESC to analyze data and adapt literacy plans for the next year to continue making growth in closing the achievement gap. * 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. |
| **Filling Academic Gaps** | How will **academic gaps** be **filled**?   * Existing processes and supports * Partnerships   + ESC   + Libraries   + Churches / businesses   + After-school programs   + Pre-school providers * MTSS processes * Effective district-wide/school-wide leadership teams focusing on achievement gaps   + McDonald’s overarching goal is to increase our students’ reading readiness as measured by their performance on the Grade 3 ELA AIR Test from the current 79.3% to 80% by spring of 2021, and 85% by Spring of 2024. Monitoring will be done by the Literacy Team, building principals, tutors, and classroom teachers. Our areas of focus are:   + Subgoal #1: Restructure the Roosevelt Elementary TEAM (TBT / BLT) process and accountability to better focus decision making practices utilizing the Ohio Improvement Plan (OIP) Model.   + Subgoal #2: By Implementing (K-3 level), “Teach students to decode words, analyze word parts, and write and recognize words” which is a strong evidence-based strategy according to the What Works Clearinghouse, Roosevelt Elementary will lower the number of students considered “Not On Track” in literacy from 25% to 15% by Fall 2024 and gradually lower the number of students requiring RIMPs from grades 1-3. This will be measured by a comparison of the state diagnostic assessments from 2020-2024 to previous years.   + Subgoal #3: Implement the Science of Reading across grades K-6 with an emphasis on staff training (Tiers 1/2/3), the alignment of resource to include the all 5 components of literacy (phonological awareness, phonics, fluency, vocabulary, and comprehension), and the establishment of research-based assessment tools (e.g., David Kilpatrick’s PAST Assessment). * 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 * How do we ensure at-risk students are taking advantage of the opportunities?   + Families will be contacted via social media, hard copy, One Call, text, and email.   + Chromebooks and hotspots will be provided to aide student accessibility to learning / resources.   + Online options * How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students?   + Annual training will be provided to staff   + On-going communication   + Zoom conferences * What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches”   + Transportation to tutoring   + Hybrid model utilized to allow students to participate from home or alternate locations   + Chromebooks and hotspots will be provided to aid student accessibility to learning / resources. |
| **Determine Competency** | What method(s) will be used to **determine competency** for pandemic learning?   * The district will continue to develop and review local literacy plans through the use of tBT’s, BLT’s, and DLT’s to determine goals, professional development, and resources. * Consider equity of practices, long-term consequences, social/emotional factors within the district during BLT / DLT with the support of the TCESC. Douglas Reeves “Achieving Equity & Excellence” will be used to support these discussions. |
| **Resource Link(s):** | [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/)  Priority [Math](http://education.ohio.gov/getattachment/Topics/Reset-and-Restart/Math-Restart-Plan.pdf.aspx?lang=en-US), [Reading](http://education.ohio.gov/getattachment/Topics/Reset-and-Restart/Reading-Reset-Plan.pdf.aspx?lang=en-US) and [Writing](http://education.ohio.gov/getattachment/Topics/Reset-and-Restart/Writing-Restart-Plan.pdf.aspx?lang=en-US) Standards  [Determination of Student Educational Needs](http://reframingeducation.org/student-educational-needs/#StudentNeeds1)  [Exceptional and At-Risk Youth](http://reframingeducation.org/exceptional-at-risk-youth/)  [District & Building Level Educational Considerations & Planning](http://reframingeducation.org/district-building-level-educational-considerations/)  [Teacher Level Educational Considerations and Planning](http://reframingeducation.org/teacher-level-educational-considerations-planning-level/)  [Non-Building Based Learning Opportunities](http://reframingeducation.org/non-building-based-learning-opportunities/)  [Ohio Improvement Process](http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/Ohio-Improvement-Process) |

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| **SOCIAL & EMOTIONAL NEEDS** | |
| **Determining**  **Social Emotional Needs** | How will **social and emotional needs** be **determined**?   * District MTSS Process and SEL Screeners * Student Wellness and Success Plans * Integrate, coordinate, and align with relevant partners to support this work including   + TCESC   + Valley Counseling * How can ESC Family and Community Partnership Liaisons support in this area?   + Annual training will be provided to staff |
| **Addressing Social and Emotional Needs** | How will **social and emotional needs** be **addressed**?  Possible/Optional item(s) to consider:   * 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   + TCESC   + Valley Counseling * Comprehensive Support for Students   + Screen for social and medical services   + Work with community agencies - Valley Counseling and ESC   + Identify students who need instructional support     - mentors, tutors, peer support, etc. |
| **Resource Link(s):** | [Panorama Equity Guide to Student Learning Loss](https://go.panoramaed.com/learning-recovery-sel-toolkit?utm_term=%2Blearning%20%2Brecovery%20%2Bplan&utm_campaign=Distance+Learning&utm_source=adwords&utm_medium=ppc&hsa_acc=5445977957&hsa_cam=11696725568&hsa_grp=120517887544&hsa_ad=482013041503&hsa_src=g&hsa_tgt=kwd-1038528897501&hsa_kw=%2Blearning%20%2Brecovery%20%2Bplan&hsa_mt=b&hsa_net=adwords&hsa_ver=3&gclid=Cj0KCQiApY6BBhCsARIsAOI_GjaSforC77XoY4q6ky-VWKKnyVgVOhoIZteO0gzhxtU1Jwp4YyGb7VYaAhnGEALw_wcB)  [CASEL Online SEL Assessment Guide](https://ocde.us/EducationalServices/LearningSupports/HealthyMinds/Pages/SEL-Assess.aspx)  [Ohio’s K-12 Social & Emotional Learning Standards](http://education.ohio.gov/Topics/Learning-in-Ohio/Social-and-Emotional-Learning)  [INFOhio’s Educator Tools Curriculum Library](https://www.infohio.org/educator-tools) (filter for “Social Emotional Learning” under Subject)  [Ohio’s Whole Child Framework](http://education.ohio.gov/Topics/Student-Supports/Ohio-Supports-the-Whole-Child) |

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| **PROFESSIONAL LEARNING NEEDS** | |
| **Professional Learning** | What **professional development** activities will be needed/offered to your school district’s teachers and partners to support learning recovery?   * 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?   + TEAMS (TBT, BLT, DLT, staff meetings) * If schools are looking to partner to support learning recovery, how will efforts be coordinated?   + Integrate, coordinate, and align with relevant partners to support this work including     - TCESC     - Valley Counseling * What school staff/ESC/SST staff can support training community partners?   + Valley Counseling behavior specialists on staff   + District counselor   + TCESC * 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?   + PBIS / PAX   + Trauma   + Signs of anxiety / depression   + On-going Safety and Violence training |
| **Resource Link(s):** | [Professional Learning Supports](http://reframingeducation.org/professional-learning/)  [Mental Health Resources](http://reframingeducation.org/mental-health/)  ESC Customized Support |