



Learning Recovery & Extended Learning Plan

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?

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”?*

Considerations:

- *Resources, Partnerships and Alignment to District/School Plans*
- *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 extend other opportunities for those who have learned it?*

Spring 2021

- Use the following data sources to identify students for interventions for specific learning objectives and skills:
 - iReady Diagnostic Assessment
 - Tier 3 students on Composite Scales Score
 - Reading Units of Study Assessments (BAS and/or Running Record Reading Assessments)
 - Credit deficiencies
 - Attendance
- Continue to use student achievement and growth data to drive instruction, identify students who need additional help and deliver planned interventions across all tiers of instruction.
- Grades 7 & 8:
 - Continue to build and promote after school activities such as Homework Helper.
 - Involve the athletics department to develop study tables.
- Grades 9 -12:
 - Identify students in need of additional support for 2021-2022. EVAAS, grades, teacher rec., and other pertinent data points.



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<p>Summer 2021</p>	<ul style="list-style-type: none"> ● Use student achievement and growth data to develop remediation plans across all tiers of instruction at the beginning of the 2021-2022 school year. ● Offer summer school for credit deficient high school students. ● Continue to partner with local agencies such as Troy Rec, The Lincoln Center and The Future Begins Today. ● Grades 9 -12: <ul style="list-style-type: none"> ○ Plan PD for differentiated instruction and personalized learning. ○ Review credits earned by students during the summer school opportunities. Allow for scheduling adjustments for students who earn back credits in the summer.
<p>2021-2022 & beyond</p>	<ul style="list-style-type: none"> ● Continue collection and analysis of student achievement and growth data to plan and adapt instruction across all tiers. ● Continue to offer credit recovery and support options at the high school level to get students back on track for graduation. ● Develop common formative assessments for high school courses. ● Continue to build and leverage community learning support (Lincoln Center, TFBT, Troy Rec, etc.) ● Grades K-8 <ul style="list-style-type: none"> ○ Develop before and after school programs to offer additional learning support. ○ Grades 2 - 8 standards mastery assessment data ● Grades 9 -12: <ul style="list-style-type: none"> ○ Provide PD for differentiated instruction and personalized learning. ○ Monitor interventions provided to students in terms of effectiveness in closing gaps and/or ensuring that they stay on track to earn credits/obtain necessary EOC scores required for graduation.



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Identifying 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?</i>
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?</i>
Considerations: - Resources, Partnerships and Alignment to District/School Plans	
Spring 2021	<ul style="list-style-type: none"> ● Teachers will continue to observe students throughout the school day to identify students with Social Emotional needs and make referrals to school counselors for additional support. ● During the school day Counselors will continue to meet with small groups and individuals who need support. ● School-based Social-Emotional Behavioral Health Therapists (through partnership with Miami County ESC) Therapists will continue to provide support to students who have been referred by the district. ● PBIS will continue to be implemented throughout each building ● Panorama SEL survey will be administered to all students grades 3-12 ● Teaching of Zones of Regulation in grades K-5 ● Introduction to Zones of Regulation in grade 6 ● Second Step digital access ● Counselors will continue to make referrals for students who may require ongoing mental health support.
Summer 2021	<ul style="list-style-type: none"> ● Analyze Panorama SEL survey results 3-6 ● Offer professional development for administration on Zones of Regulation ● Plan PBIS restart for 2021-2022 school year
2021-2022 & beyond	<ul style="list-style-type: none"> ● Panorama SEL survey will be administered to all students grades 3-12 and results will be reviewed. ● Staff will continue to communicate with families about concerns of students. ● Continue PBIS implementation ● Counselor led Second Step (evidence based approach to SEL with age-appropriate lessons) ● Teaching of Zones of Regulation school wide.