



Learning Recovery & Extended Learning Plan

District Name:	Galion City School District
District Address:	470 Portland Way North, Galion OH 44833
District Contact:	Jennifer Allarding or Melisa Watters.
Development Team:	Jennifer Allarding, Melisa Watters, Cindy Parrott, Matt Dick, Brian Kinnard, Sam Staton, Tina Crim, and Jenny Jackson.
District IRN:	044024

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

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>
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Please see page 6-9 for additional guidance

Spring 2021	<p><u>Elementary:</u></p> <ul style="list-style-type: none"> Galion Elementary Schools will use benchmark data collected from universal screeners known as Acadience Reading (DIBELS) and STARs Reading and Math to identify the most at-risk students. Utilize SGAT automated tool and Pearson Successmaker to identify specific skill gaps to provide Tier 2 intervention. Math assessments were generated by Pearson and ELA/Wonders assessments were generated by McGraw-Hill given to all students to identify the most at risk. Utilize data collected through formative and summative assessments given by classroom teachers. All students are progress monitored regularly throughout the year to identify gaps and determine the levels of support needed. Data reviews during DLT, BLT, and TBT meetings. Maximize the MTSS framework to include the 5 Step Process. ROAR (Resources, Opportunities, Achievement, Readiness) a before and after school program that offers additional intervention and support for the most at-risk students grades K-5. <p><u>Secondary:</u></p> <ul style="list-style-type: none"> Galion Middle School used benchmark data collected from universal screeners known as STARs Reading and Math to identify the most at-risk students. Data reviews during DLT, BLT, and TBT meetings. Utilize Pearson Successmaker to identify specific skill gaps to provide Tier 2 intervention. Utilize data collected through formative and summative assessments given by classroom teachers. Academic Assist time is a scheduled period to support struggling students. Math assessments were generated by Pearson and given to all students to identify the most at risk. ELA assessments were generated by the English department and given to all students to identify the most at risk. 6th grade: ELA/Wonders assessments were generated by McGraw-Hill given to all students to identify the most at risk. Professional development provided in MTSS Framework. ROAR (Resources, Opportunities, Achievement, Readiness) a before and after school program that offers additional intervention and support for the most at-risk students grades 6-8. Grades 9-12 Math tutoring is being provided to students who need assistance.
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<p>Summer 2021</p>	<p><u>Elementary:</u></p> <ul style="list-style-type: none"> ● Galion Elementary Schools will use universal screeners known as benchmark data collected from Acadience Reading (DIBELS) and STARs Reading and Math to identify the most at-risk students. ● ROAR (Resources, Opportunities, Achievement, Readiness) will offer a summer school component for the most at-risk students grades K-5. ● Utilize Pearson Successmaker to identify specific skill gaps to provide Tier 2 intervention. ● Utilize RAZ Kids/Accelerated Reader and Summer Reading Challenge to continue independent reading practice. <p><u>Secondary:</u></p> <ul style="list-style-type: none"> ● Galion Middle School will use benchmark data collected from universal screeners known as STARs Reading and Math to identify the most at-risk students. ● Galion High School will use the NOVA platform to recover credit. ● ROAR (Resources, Opportunities, Achievement, Readiness) will offer a summer school component for the most at-risk students grades 6-8. ● Utilize Pearson Successmaker to identify specific skill gaps to provide Tier 2 intervention. 	
<p>2021 - 2022</p>	<p><u>Elementary:</u></p> <ul style="list-style-type: none"> ● Galion Elementary Schools will use benchmark data collected from universal screeners known as Acadience Reading (DIBELS) and STARs Reading and Math to identify the most at-risk students. ● Utilize SGAT automated tool and Pearson Successmaker to identify specific skill gaps to provide Tier 2 & 3 intervention. ● Math assessments were generated by Pearson and ELA/Wonders assessments were generated by McGraw-Hill given to all students to identify the most at risk. ● Utilize data collected through formative and summative assessments given by classroom teachers. ● All students are progress monitored regularly throughout the year to identify gaps and determine the levels of support needed. ● Data reviews during DLT, BLT, and TBT meetings. ● Maximize the MTSS framework to include the 5 Step Process. ● ROAR (Resources, Opportunities, Achievement, Readiness) a before and after school program that offers additional intervention and support for the most at-risk students grades K-5. ● Scheduled Data Analysis and Response to Intervention meetings 4 times per year to determine the need for any instructional modifications. <p><u>Secondary:</u></p> <ul style="list-style-type: none"> ● Galion Middle School and High School will use benchmark data collected from universal screeners known as STARs Reading and Math to identify the most at-risk students. ● Data reviews during DLT, BLT, and TBT meetings. ● Utilize Pearson Successmaker to identify specific skill gaps to provide Tier 2 intervention. ● Utilize data that will be collected through formative and summative assessments given by classroom teachers. ● Math assessments are generated by Pearson and given to all students to identify the most at risk. ● ELA assessments were generated by the English department and 	

	<p>given to all students to identify the most at risk. 6th grade: ELA/Wonders assessments were generated by McGraw-Hill given to all students to identify the most at risk. (Will be updated if new curriculum is purchased)</p> <ul style="list-style-type: none"> • Continue to provide professional development in MTSS Framework. • ROAR (Resources, Opportunities, Achievement, Readiness) a before and after school program that offers additional intervention and support for the most at-risk students grades 6-8. • Grades 9-12 Math tutoring is being provided to students who need assistance. • Tier II intervention will be implemented. • All students will be progress monitored regularly throughout the year to identify gaps and determine the levels of support needed. 	
<p>2022 - 2023</p>	<p><u>Elementary:</u></p> <ul style="list-style-type: none"> • Galion Elementary Schools will use benchmark data collected from universal screeners known as Acadience Reading (DIBELS) and STARs Reading and Math to identify the most at-risk students. • Utilize SGAT automated tool and Pearson Successmaker to identify specific skill gaps to provide Tier 2 & 3 intervention. • Math assessments were generated by Pearson and ELA/Wonders assessments were generated by McGraw-Hill given to all students to identify the most at risk. • Utilize data collected through formative and summative assessments given by classroom teachers. • All students are progress monitored regularly throughout the year to identify gaps and determine the levels of support needed. • Data reviews during DLT, BLT, and TBT meetings. • Maximize the MTSS framework to include the 5 Step Process. • ROAR (Resources, Opportunities, Achievement, Readiness) a before and after school program that offers additional intervention and support for the most at-risk students grades K-5. • Scheduled Data Analysis and Response to Intervention meetings 4 times per year to determine the need for any instructional modifications. <p><u>Secondary:</u></p> <ul style="list-style-type: none"> • Galion Middle School and High School will use benchmark data collected from universal screeners known as STARs Reading and Math to identify the most at-risk students. • Data reviews during DLT, BLT, and TBT meetings. • Utilize Pearson Successmaker to identify specific skill gaps to provide Tier 2 intervention. • Utilize data that will be collected through formative and summative assessments given by classroom teachers. • Math assessments are generated by Pearson and given to all students to identify the most at risk. • ELA assessments were generated by the English department and given to all students to identify the most at risk. 6th grade: ELA/Wonders assessments were generated by McGraw-Hill given to all students to identify the most at risk. (Will be updated if new curriculum is purchased) • Continue to provide professional development in MTSS Framework. • ROAR (Resources, Opportunities, Achievement, Readiness) a before and after school program that offers additional intervention and support for the most at-risk students grades 6-8. 	

	<ul style="list-style-type: none"> • Grades 9-12 Math tutoring is being provided to students who need assistance. • Tier II and III intervention will be implemented. • All students will be progress monitored regularly throughout the year to identify gaps and determine the levels of support needed. 	
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Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<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>
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<i>Please see page 6-9 for additional guidance</i>	Budget
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Spring 2021	<u>Elementary:</u> <ul style="list-style-type: none"> • Galion Elementary Schools used benchmark data collected from universal screeners known as Acadience Reading (DIBELS) and STARs Reading and Math to identify the most at-risk students. • Utilize SGAT automated tool and Pearson Successmaker to identify specific skill gaps to provide Tier 2 intervention. • All students are progress monitored regularly throughout the year to identify gaps. • Utilize the MTSS framework that has been defined and developed to include “Kid Talk”; The 25 Minute Process for Academic Concerns with kindergarten, first and second grade students. Professional Development is being provided for Kid Talks for grades 3-5. • 2 times per year, all grade levels conduct Data Analysis and Instructional Planning Meetings to identify and address student’s individual academic needs. • 2 times per year, grade levels conduct Student Response to Intervention meetings to determine effectiveness of instruction and interventions. Based on the student data reviewed in these meetings, teams determine the need for Specially Designed Instruction for the individual student. • Grade level teams have reviewed standards, curriculum, and pacing guides to identify gaps caused by COVID shut down. Teachers have 	
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identified and implemented instruction to cover missed skills.

- All at-risk students identified through benchmarking data and diagnostic assessments are provided with daily Tier 2 intervention, scientifically based interventions used at “Tiger Time”.
- Utilizing a 21st Century Grant which was used to create a before and after school intervention program. (ROAR)

Overcoming Professional Barriers

- Ongoing Professional development
 - UDL framework to create engaging lessons that meet the needs of all learners.
 - Scaffolding
 - Explicit, Systematic, and Multi-Sensory Instruction
 - Vocabulary programs
 - Visible Learning
 - Concept Mapping
 - Simple View of Reading

Secondary:

MIDDLE SCHOOL:

- Galion Middle School used benchmark data collected from universal screeners known as STARS Reading and Math to identify the most at-risk students.
- Utilize Pearson Successmaker to identify specific skill gaps to provide Tier 2 intervention.
- Utilizing a 21st Century Grant which was used to create a before and after school intervention program. (ROAR)
- Weekly grade checks (Progress Monitoring) using Canvas. Missing assignments are monitored and students identified based on poor grades or missing assignments. Identified students go to the designated classroom/content area and extra support given based on the data collected. TBTs review data collected and have developed resources and a plan to address gaps in the most at risk students.
- Monthly BLT meetings review and discuss plans for students.
- Making Middle Grades Work

HIGH SCHOOL:

- TBT determines need for support based on quarterly grades, ICU missing assignments as well as formative and summative assessments given throughout the grading period.
- At risk students are assigned to a specific teacher who will provide additional small group support during Academic Assist based on areas at risk.
- Groups will flex (“Fluid groups”) as skills are mastered by each individual student.
- GHS used the assistance of the program; High Schools That Work

Overcoming Professional Barriers

- Ongoing Professional development
 - UDL framework to create engaging lessons that meet the needs of all learners.
 - Scaffolding
 - Explicit, Systematic, and Multi-Sensory Instruction
 - Vocabulary programs
 - Visible Learning
 - Active Student Learning

	<ul style="list-style-type: none"> ■ Concept Mapping ■ Simple View of Reading 	
<p>Summer 2021</p>	<p><u>Elementary:</u></p> <ul style="list-style-type: none"> ● Kindergarten Boot Camp-for incoming kindergarten students to assist with the transition into kindergarten. ● ROAR program will be continued during the month of June. Students involved will participate in interventions and support as well as STEAM activities. ● Throughout the summer of 2021, Galion Primary and Intermediate schools will work together to define and refine the MTSS process and how it relates to closing gaps due to the pandemic. ● Utilize Pearson Successmaker to identify specific skill gaps to provide Tier 2 intervention. ● Utilize RAZ Kids/Accelerated Reader and Summer Reading Challenge to continue independent reading practice. ● Resources and links will be made available on our website. (Crawford County Reads, Xtra Math, Prodigy, INFOhio resources) <p><u>Secondary:</u></p> <p>MIDDLE SCHOOL:</p> <ul style="list-style-type: none"> ● ROAR program will be continued during the month of June. Students involved will participate in interventions and support as well as STEAM activities. ● Utilize Pearson Successmaker to identify specific skill gaps to provide Tier 2 intervention. ● Define and plan for implementation of the MTSS process and how it relates to closing gaps due to the pandemic. <p>HIGH SCHOOL:</p> <ul style="list-style-type: none"> ● Galion High School will use the NOVA platform to recover credit. Participating students will be in person for 2 weeks. Students have an additional 4 weeks to complete content. Focus is on Core credit. ● Define and plan for implementation of the MTSS process and how it relates to closing gaps due to the pandemic. 	
<p>2021 - 2022</p>	<p><u>Elementary:</u></p> <ul style="list-style-type: none"> ● Galion Elementary Schools used benchmark data collected from universal screeners known as Acadience Reading (DIBELS) and STARs Reading and Math to identify the most at-risk students. ● Utilize SGAT automated tool and Pearson Successmaker to identify specific skill gaps to provide Tier 2 & 3 intervention. ● All students will be progress monitored regularly throughout the year to identify gaps. ● Utilize the MTSS framework that has been defined and developed to include “Kid Talk”; The 25 Minute Process for Academic Concerns with kindergarten, first and second grade students. Grades 3-5 will adopt this process during the 2021-2022 school year. ● Both schools will work together to define shared language and strategies used with the MTSS process to create continuity across all grade levels for all students and systems. ● 2 times per year, all grade levels conduct Data Analysis and 	

Instructional Planning Meetings to identify and address student's individual academic needs.

- 2 times per year, grade levels conduct Student Response to Intervention meetings to determine effectiveness of instruction and interventions. Based on the student data reviewed in these meetings, teams determine the need for Specially Designed Instruction for the individual student.
- Grade level teams will review standards, curriculum, and pacing guides to identify gaps caused by the 4 days in-person learning with 1 day remote during the 2020-2021 school year. Teachers have identified and implemented instruction to cover missed skills.
- All at-risk students who are identified through benchmarking data and diagnostic assessments are provided with daily Tier 2 intervention, scientifically based interventions used at "Tiger Time". Additional Tier 3 supports will be provided to those students in need.
- Utilizing a 21st Century Grant which was used to create a before and after school intervention program. (ROAR)

Professional Development Needed:

- LETRs
- Wonders Literacy
- Pearson Math
- Best practice in providing Multi-Tiered System of Support
- Leader In Me
- PBIS
- Assessment (Acadience-DIBELS, Diagnostic, STAR)

Secondary:

- Galion Middle School and High School will use benchmark data collected from universal screeners known as STARS Reading and Math to identify the most at-risk students. High School staff will need training for STARS.
- All students will be progress monitored regularly throughout the year to identify gaps.
- Additional professional development will be needed for staff to support implementation and adoption of the MTSS framework.
- Both schools will follow plans and work together to define shared language and strategies used with the MTSS process.
- Grade level teams will continue to review standards, curriculum, and pacing guides to identify gaps caused by our 4 days in class with 1 remote learning day during the 2020-2021 school year. Teachers will identify and implement instruction to cover missed skills.
- All at-risk students that will be identified through STARS data will be provided with Tier 2, scientifically based interventions (Rewards, Pearson)
- Utilize a 21st Century Grant which will be used to continue a before and after school intervention program. (ROAR)
- Weekly grade checks using Canvas. Missing assignments are monitored (HS-ICU) and students identified based on poor grades or missing assignments. Identified students go to Academic Assist for additional support. Academic Assist Groups will flex ("Fluid groups") as skills are mastered by each individual student.
- Using assistance of the Middle Grades Work and High Schools That Work to support student learning.
- Implementation of Student Response to Intervention meetings to determine effectiveness of instruction and interventions. Based on

	<p>the student data reviewed in these meetings, teams determine the need for Specially Designed Instruction for the individual student.</p> <p>Professional Development Needed:</p> <ul style="list-style-type: none"> ● Literacy-Simple View of Reading ● Pearson Math ● Best practice in providing Multi-Tiered System of Support ● Leader In Me (MS only) ● PBIS ● Assessment (STARs) ● TIER II-scientific based strategies ● Instructional Strategies-Active Engagement ● Specially Designed Instruction ● RTI process and data collection 	
<p>2022 - 2023</p>	<p><u>Elementary:</u></p> <ul style="list-style-type: none"> ● Galion Elementary Schools used benchmark data collected from universal screeners known as Acadience Reading (DIBELS) and STARs Reading and Math to identify the most at-risk students. ● Utilize Diagnostic Assessment (SGAT automated tool and Pearson Successmaker) to identify specific skill gaps to provide Tier 2 & 3 intervention. ● All students will be progress monitored regularly throughout the year to identify gaps. ● Utilize the MTSS framework that has been defined and developed to include “Kid Talk”; The 25 Minute Process for Academic Concerns with kindergarten, first and second grade students. Grades 3-5 will continue to refine this process during the 2022-2023 school year. ● Both schools will continue to work together to define shared language and strategies used with the MTSS process to create continuity across all grade levels for all students and systems. ● 2 times per year, all grade levels conduct Data Analysis and Instructional Planning Meetings to identify and address student’s individual academic needs. ● 2 times per year, grade levels conduct Student Response to Intervention meetings to determine effectiveness of instruction and interventions. Based on the student data reviewed in these meetings, teams determine the need for Specially Designed Instruction for the individual student. ● Grade level teams will review standards, curriculum, and pacing guides to identify gaps caused by any disruption to the 2021-2022 school year. Teachers have identified and implemented instruction to cover missed skills. ● All at-risk students who are identified through benchmarking data and diagnostic assessments are provided with daily Tier 2 intervention, scientifically based interventions used at “Tiger Time”. Tier 3 supports will be provided to those students in need. ● Utilizing a 21st Century Grant which was used to create a before and after school intervention program. (ROAR) <p>Professional Development Needed:</p> <ul style="list-style-type: none"> ● LETRs ● Wonders Literacy ● Pearson Math ● Best practice in providing Multi-Tiered System of Support 	

- Leader In Me
- PBIS
- Assessment (Acadience-DIBELS, Diagnostic, STAR)

Secondary:

- Galion Middle School and High School will use benchmark data collected from universal screeners known as STARs Reading and Math to identify the most at-risk students. STARs PD/Training is needed for new staff at the Secondary Level.
- All students will be progress monitored regularly throughout the year to identify gaps.
- Ongoing professional development will be needed for staff to continue to support implementation of the MTSS framework.
- Both schools will continue to work together to define shared language and strategies used with the MTSS process to create continuity across all grade levels for all students and systems.
- Grade level teams will continue to review standards, curriculum, and pacing guides to identify gaps caused by our 4 days in class with 1 remote learning day during the 2020-2021 school year. Teachers will identify and implement instruction to cover missed skills.
- All at-risk students that will be identified through STARs data will be provided with Tier 2, scientifically based interventions (Rewards, Pearson)
- Utilize a 21st Century Grant which will be used to continue a before and after school intervention program. (ROAR)
- Weekly grade checks using Canvas. Missing assignments are monitored (HS-ICU) and students identified based on poor grades or missing assignments.
- Using continued assistance of the Middle Grades Work and High Schools That Work to support student learning.
- Grade levels and Administrators conduct Student Response to Intervention meetings to determine effectiveness of instruction and interventions. Based on the student data reviewed in these meetings, teams determine the need for Specially Designed Instruction for the individual student.

Professional Development Needed:

- Literacy-Simple View of Reading
- Pearson Math
- Best practice in providing Multi-Tiered System of Support
- Leader In Me (MS only)
- PBIS
- Assessment (STARs)
- TIER II-scientific based strategies
- Instructional Strategies-Active Engagement
- Specially Designed Instruction
- RTI process and data collection

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)?

Please see page 6-9 for additional guidance

Budget

Spring 2021

Elementary:

- Review of behavior data during DLT, BLT, and TBT meetings.
- Tracked and Analyzed SWIS data collection for behavior.
- MTSS process used to determine the need for additional social/emotional support to be put in place.
- Teacher recommended students for the Social Worker's social/emotional groups.
- Survey given by the Social Worker to determine whole group lessons needed to support social/emotional learning.
- Social Worker conducts student checks with students in-person and remotely.
- Updated PBIS matrix to include all students and areas.
- Tracked and Analyzed attendance data. Students that are not attending remotely or online are brought back to in-person learning.
- Utilizing a 21st Century Grant for a before and after school intervention program. (ROAR) Social Worker provides additional support for the Social and Emotional Needs of students during this program.
- Wellness Wednesday's offer lessons and activities to support students Social and Emotional Needs.

Secondary:

- Review of behavior data during DLT, BLT and TBT meetings.
- Track and Analyze SIS data collection for behavior.
- Social/emotional issues discussed during TBT are shared with the Guidance department.
- Teacher recommended students for the Guidance department.
- Student Surveys (GMS LEAD survey) gathered information to provide support for Social and Emotional Needs.
- Guidance department conducts student checks with students in-person and online.
- Students with Social and Emotional Needs are provided a breakroom for support or help.
- Tracked and Analyzed attendance data. Students that are not attending online are brought back to in-person learning.
- Utilizing a 21st Century Grant for a before and after school intervention program. (ROAR) Outside agencies provide additional support for the Social and Emotional Needs of students during this program.
- Wellness Wednesday's offer lessons and activities to support students Social and Emotional Needs.

Summer 2021

Elementary:

- Teacher recommended students for the Social Worker's social/emotional concerns. Community Counseling Services can be set up for students for the summer.

	<ul style="list-style-type: none"> • Social Worker will provide a list of services or outside agencies to support a student's Social and Emotional Needs. • Utilizing a 21st Century Grant for a summer school intervention program. (ROAR) Social Worker provides additional support for the Social and Emotional Needs of students during this program. • 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.) <p><u>Secondary:</u></p> <ul style="list-style-type: none"> • Teacher recommended students for the Guidance department social/emotional concerns. Community Counseling Services can be set up for students for the summer. • Guidance department will provide a list of services or outside agencies to support a student's Social and Emotional Needs (Crawford County Youth Program). • Utilizing a 21st Century Grant for a summer school intervention program. (ROAR) Outside agencies provide additional support for the Social and Emotional Needs of students during this program. • 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.) 	
<p>2021 - 2022</p>	<p><u>Elementary:</u></p> <ul style="list-style-type: none"> • Review of behavior data during DLT, BLT, and TBT meetings. • Tracking and Analyzing SWIS data collection for behavior. • MTSS process determines the need for additional social/emotional support to be put in place. • Teacher recommends students for the Social Worker's social/emotional groups. • Surveys will be given by the Social Worker to determine whole group lessons needed to support social/emotional learning. • Social Worker will conduct student checks with students in-person and online. • PBIS matrix and expectations will be taught at the beginning of new year. • Students with Social and Emotional Needs will be provided a breakroom for support or help. • Tracking and Analyzing attendance data. Students that are not attending online will be brought back to in-person learning. • Utilizing a 21st Century Grant for a before and after school intervention program. (ROAR) Social Worker will provide additional support for the Social and Emotional Needs of students during this program. • Wellness Wednesday's will offer lessons and activities to support students Social and Emotional Needs. • Community partnership will happen with prevention Morrow Crawford. This partnership will provide a parent and child needs assessment to determine social emotional concerns to cover during the academic year. 	

	<ul style="list-style-type: none"> ● 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.) <p><u>Secondary:</u></p> <ul style="list-style-type: none"> ● Review of behavior data during DLT, BLT and TBT meetings. ● Tracking and Analyzing SIS data collection for behavior. ● Social/emotional issues will be discussed during TBT and are shared with the Guidance department. ● Teacher recommended students for the Guidance department. ● Student Surveys (GMS LEAD survey) will gather information to provide support for Social and Emotional Needs. ● Guidance department will conduct student checks with students in-person and online. ● Students with Social and Emotional Needs will be provided a breakroom for support or help. ● Tracking and Analyzing attendance data. Students that are not attending online are brought back to in-person learning. ● Utilizing a 21st Century Grant for a before and after school intervention program. (ROAR) Outside agencies provide additional support for the Social and Emotional Needs of students during this program. ● Wellness Wednesday's will offer lessons and activities to support students Social and Emotional Needs. ● Students will be able to be a part of the Junior Teen Institute or Teen Institute. ● Community partnership will happen with prevention Morrow Crawford. This partnership will provide additional support and resources to our students. ● Crawford County Youth Program helps provide mentorship for students. Addresses financial assistance and job placement. ● 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.) 	
<p>2022 - 2023</p>	<p><u>Elementary:</u></p> <ul style="list-style-type: none"> ● Review of behavior data during DLT, BLT, and TBT meetings. ● Tracking and Analyzing SWIS data collection for behavior. ● MTSS process determines the need for additional social/emotional support to be put in place. ● Teacher recommends students for the Social Worker's social/emotional groups. ● Surveys will be given by the Social Worker to determine whole group lessons needed to support social/emotional learning. ● Social Worker will conduct student checks with students in-person 	

and online.

- PBIS matrix and expectations will be taught at the beginning of new year.
- Students with Social and Emotional Needs will be provided a breakroom for support or help.
- Tracking and Analyzing attendance data. Students that are not attending online will be brought back to in-person learning.
- Utilizing a 21st Century Grant for a before and after school intervention program. (ROAR) Social Worker will provide additional support for the Social and Emotional Needs of students during this program.
- Wellness Wednesday's will offer lessons and activities to support students Social and Emotional Needs.
- Community partnership will happen with prevention Morrow Crawford. This partnership will provide a parent and child needs assessment to determine social emotional concerns to cover during the academic year.
- 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.)

Secondary:

- Review of behavior data during DLT, BLT and TBT meetings.
- Tracking and Analyzing SIS data collection for behavior.
- Social/emotional issues will be discussed during TBT and are shared with the Guidance department.
- Teacher recommended students for the Guidance department.
- Student Surveys (GMS LEAD survey) will gather information to provide support for Social and Emotional Needs.
- Guidance department will conduct student checks with students in-person and online.
- Students with Social and Emotional Needs will be provided a breakroom for support or help.
- Tracking and Analyzing attendance data. Students that are not attending online are brought back to in-person learning.
- Utilizing a 21st Century Grant for a before and after school intervention program. (ROAR) Outside agencies provide additional support for the Social and Emotional Needs of students during this program.
- Wellness Wednesday's will offer lessons and activities to support students Social and Emotional Needs.
- Students will be able to be a part of the Junior Teen Institute or Teen Institute.
- Community partnership will happen with prevention Morrow Crawford. This partnership will provide additional support and resources to our students.
- Crawford County Youth Program helps provide mentorship for students. Addresses financial assistance and job placement.
- 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.

	<ul style="list-style-type: none">• 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.)	
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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.)?

Please see page 6-9 for additional guidance

Budget

Spring 2021

Elementary:

- Leader In Me lessons to be sent home monthly and access to LIM resources to parents to support student learning and needs.
- PBIS (Tier 1-3) supports and positive behavior incentives/rewards.
- PBIS student expectation lessons occur the first eight days, after large breaks, and when issues have been identified.
- Utilizing a 21st Century Grant for a before and after school intervention program. (ROAR) Social Worker will provide additional support for the Social and Emotional Needs of students during this program.
- Attendance intervention meetings.
- Teacher recommends students for the Social Worker's social/emotional groups.
- Surveys will be given by the Social Worker to determine whole group lessons needed to support social/emotional learning.
- Social Worker will conduct student checks with students in-person and online.
- Students with Social and Emotional Needs will be provided a breakroom for support or help.
- Wellness Wednesday's will offer lessons and activities to support students Social and Emotional Needs.
- 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.)

Secondary:

- PBIS (Tier 1) supports and positive behavior incentives/rewards.
- PBIS student expectation lessons occur the first eight days, after large breaks, and when issues have been identified.
- Attendance intervention meetings.
- Social/emotional issues will be discussed during TBT and are shared with the Guidance department.
- Teacher recommended students for the Guidance department.
- Student Surveys (GMS LEAD survey) will gather information to provide support for Social and Emotional Needs.
- Guidance department will conduct student checks with students in-person and online.
- Students with Social and Emotional Needs will be provided a breakroom for support or help.
- Utilizing a 21st Century Grant for a before and after school

	<p>intervention program. (ROAR) Outside agencies provide additional support for the Social and Emotional Needs of students during this program.</p> <ul style="list-style-type: none"> • Wellness Wednesday's will offer lessons and activities to support students Social and Emotional Needs. • Students will be able to be a part of the Junior Teen Institute or Teen Institute. • Crawford County Youth Program helps provide mentorship for students. Addresses financial assistance and job placement. • 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.) 	
Summer 2021	<p><u>Elementary:</u></p> <ul style="list-style-type: none"> • Teacher recommended students for the Social Worker's social/emotional concerns. Community Counseling Services can be set up for students for the summer and link on the District website. • Social Worker will provide a list of services or outside agencies to support a student's Social and Emotional Needs. • Utilizing a 21st Century Grant for a summer school intervention program. (ROAR) Social Worker provides additional support for the Social and Emotional Needs of students during this program. • 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.) <p><u>Secondary:</u></p> <ul style="list-style-type: none"> • Teacher recommended students for the Guidance department social/emotional concerns. Community Counseling Services can be set up for students for the summer and link on the District website. • Guidance department will provide a list of services or outside agencies to support a student's Social and Emotional Needs (Crawford County Youth Program). • Utilizing a 21st Century Grant for a summer school intervention program. (ROAR) Outside agencies provide additional support for the Social and Emotional Needs of students during this program. • 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.) 	
2021-2022	<p><u>Elementary:</u></p> <ul style="list-style-type: none"> • Leader In Me lessons to be sent home monthly and access to LIM resources to parents to support student learning and needs. • PBIS (Tier 1-3) supports and positive behavior incentives/rewards. • PBIS student expectation lessons occur the first eight days, after large breaks, and when issues have been identified. 	

- Utilizing a 21st Century Grant for a before and after school intervention program. (ROAR) Social Worker will provide additional support for the Social and Emotional Needs of students during this program.
- Attendance intervention meetings.
- Teacher recommends students for the Social Worker's social/emotional groups.
- Surveys will be given by the Social Worker to determine whole group lessons needed to support social/emotional learning.
- Social Worker will conduct student checks with students in-person and online.
- Students with Social and Emotional Needs will be provided a breakroom for support or help.
- Wellness Wednesday's will offer lessons and activities to support students Social and Emotional Needs.
- Community partnership will happen with prevention Morrow Crawford. This partnership will provide a parent and child needs assessment to determine social emotional concerns to cover during the academic year.
- 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.)

Secondary:

- PBIS (Tier 1) supports and positive behavior incentives/rewards.
- PBIS student expectation lessons occur the first eight days, after large breaks, and when issues have been identified.
- Attendance intervention meetings.
- Social/emotional issues will be discussed during TBT and are shared with the Guidance department.
- Teacher recommended students for the Guidance department.
- Student Surveys (GMS LEAD survey) will gather information to provide support for Social and Emotional Needs.
- Guidance department will conduct student checks with students in-person and online.
- Students with Social and Emotional Needs will be provided a breakroom for support or help.
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- Community partnership will happen with prevention Morrow Crawford. This partnership will provide additional support and resources to our students.
- Crawford County Youth Program helps provide mentorship for students. Addresses financial assistance and job placement.

	<ul style="list-style-type: none"> ● 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.) 	
<p>2022-2023</p>	<p><u>Elementary:</u></p> <ul style="list-style-type: none"> ● Leader In Me lessons to be sent home monthly and access to LIM resources to parents to support student learning and needs. ● PBIS (Tier 1-3) supports and positive behavior incentives/rewards. ● PBIS student expectation lessons occur the first eight days, after large breaks, and when issues have been identified. ● Utilizing a 21st Century Grant for a before and after school intervention program. (ROAR) Social Worker will provide additional support for the Social and Emotional Needs of students during this program. ● Attendance intervention meetings. ● Teacher recommends students for the Social Worker's social/emotional groups. ● Surveys will be given by the Social Worker to determine whole group lessons needed to support social/emotional learning. ● Social Worker will conduct student checks with students in-person and online. ● Students with Social and Emotional Needs will be provided a breakroom for support or help. ● Wellness Wednesday's will offer lessons and activities to support students Social and Emotional Needs. ● Community partnership will happen with prevention Morrow Crawford. This partnership will provide a parent and child needs assessment to determine social emotional concerns to cover during the academic year. ● 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.) <p><u>Secondary:</u></p> <ul style="list-style-type: none"> ● PBIS (Tier 1) supports and positive behavior incentives/rewards. ● PBIS student expectation lessons occur the first eight days, after large breaks, and when issues have been identified. ● Attendance intervention meetings. ● Social/emotional issues will be discussed during TBT and are shared with the Guidance department. ● Teacher recommended students for the Guidance department. ● Student Surveys (GMS LEAD survey) will gather information to provide support for Social and Emotional Needs. ● Guidance department will conduct student checks with students in-person and online. ● Students with Social and Emotional Needs will be provided a breakroom for support or help. ● Utilizing a 21st Century Grant for a before and after school intervention program. (ROAR) Outside agencies provide additional support for the Social and Emotional Needs of students during this 	

	<p>program.</p> <ul style="list-style-type: none"> • Wellness Wednesday's will offer lessons and activities to support students Social and Emotional Needs. • Students will be able to be a part of the Junior Teen Institute or Teen Institute. • Community partnership will happen with prevention Morrow Crawford. This partnership will provide additional support and resources to our students. • Crawford County Youth Program helps provide mentorship for students. Addresses financial assistance and job placement. • 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.) 	
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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

<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 ● 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.)?

Determine Competency	<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
Resource Link(s):	<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>

<h2 style="text-align: center; background-color: #0056b3; color: white; padding: 5px;">SOCIAL & EMOTIONAL NEEDS</h2>	
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 CASEL Online SEL Assessment Guide Ohio's K-12 Social & Emotional Learning Standards INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject) Ohio's Whole Child Framework</p>

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):	<p>Professional Learning Supports Mental Health Resources ESC Customized Support</p>