



Learning Recovery & Extended Learning Plan

District Name:	Westerville City Schools
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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.

“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”

Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day or instituting summer programs, tutoring, remote options, and other remedial or supplemental activities.

Plans should address, but are not limited to, the following key components:

- **Impacted Students:** How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
- **Needs Assessment:** How will schools and districts identify the needs of those students?
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
- **Approaches:** What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring, and remote options.)
- **Partnerships:** Which local and regional partners (such as Educational Service Centers, Information Technology Centers, libraries, museums, after-school programs, or civic organizations) can schools and districts engage in supporting student needs?
- **Alignment:** How can this plan reinforce and align to other district or school plans? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.

Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners including their Educational Service Center and other regional and community-based partners. Each district or school should consider a wide range of representation and voices from district and community stakeholders in planning for learning recovery and extended learning opportunities.

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

This template has been designed to assist districts in meeting and exceeding this requirement and in supporting their long-term instructional planning efforts. Please refer to the [Planning Support Document](#) at the end of this template for guiding questions and resources.

Questions, comments and concerns can be emailed to: ExtendedLearning@education.ohio.gov

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



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 (with a focus on the most vulnerable student populations including but not limited to disengaged students)?

Data-gathering and milestone evaluations are critical to the success of this framework. Various diagnostic tools will be used to understand where students are today and to set the pace necessary to create progress over time. From district- level assessments to state testing, data will inform and instruct our district in shaping the initiative to positively impact the needs of our student population. This is work that we regularly do, but the scale of our efforts and the size of the need for these resources is greater than ever.

It is important to consider that this diagnosis phase may discover that some students may be exceeding expected academic outcomes. Identifying what learners have achieved provides educators a better understanding of what's required--leading to a more tailored provision and potentially better results.

- Educators and administrators will identify critical needs and impacted students caused by the COVID 19 pandemic, shifting of learning modalities, health and wellness issues, and other factors by utilizing the following data sources:
 - Student grades
 - Credit attainment
 - Educator formative and summative feedback sources
 - iReady and other vendor assessments (Lexia)
 - CTOPP (K only)
 - State testing data (when available)
 - National assessment data (AP, IB, PSAT, SAT)
 - Attendance rates
 - IEP progress reports & 504 information, if applicable
 - RTI / MTSS data
 - Gifted and ELL data
 - Parent, teacher, and/or counselor feedback (Thought Exchange Survey)

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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Spring 2021

- 1) Review all available data sources to identify critical needs and impacted students (Answering the question, “How do we know if students learned the material?”)
- 2) Notify identified students and families with information about summer school academic and enrichment programs
- 3) Utilize school- and data-based data sets to identify possible learning gaps in need of focused interventions at summer school programs (Answering the question, “How do we intervene for students?”)
 - a) What learning standards/targets were most often identified in assessment data (iReady) as in need of interventions?
- 4) Provide professional learning to educators to help close student learning gaps
 - a) Foundational Skills of Literacy
 - b) Phonemic Awareness
 - c) Structured Literacy
- 5) Partner with other school districts to develop opportunities to share professional learning around “what works”
 - a) BRIDGES Initiative
- 6) Conduct a Thought Exchange survey to students, families, and staff to determine what summer learning opportunities they may be interested in to address potential learning gaps

The following will be utilized throughout the Extended Learning Plan:

- Resources:
 - iReady and other district-approved assessment data reports
 - Classroom, school, and district academic data
 - Classroom, school, and district attendance data
 - Feedback from all Stakeholders (Thought Exchange) on an ongoing basis
- Partnership Opportunities:
 - [Data Coaching resources from ESCCO](#) that promote data-based decision making
 - [Assessment Literacy resources from ODE](#)
 - WARM--Westerville Area Resource Ministry
 - YWCA
 - Westerville Parks & Recreation
 - Westerville Public Library
 - Post-Secondary Institutions of Higher Education
- Alignment:
 - [District Academic Goals](#)
 - Every Student Achieves Academic Success
 - The district will provide resources to support the social-emotional development and well-being of all students
 - Review and use of DLT, BLT, and TBT processes to inform and guide work
 - Incorporate ongoing work of the District Equity Team

Summer 2021

Utilize school- and district-wide data, feedback from summer learning opportunities, graduation data, and other information to identify opportunities for growth and potential alignment



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2021 - 2022	<ol style="list-style-type: none"> 1) Incorporate school-wide data sources to inform and guide BLT and TBT work in identifying academic needs <ol style="list-style-type: none"> a) Identify specific ways to strengthen our BLTs so we are consistently reporting out our data and the instructional practices we used to differentiate our instruction b) Identify specific ways to strengthen our TBTs 2) Incorporate school- and district-wide data sources to inform and guide Executive Leadership Team (ELT), All Admin, Principal, and Academic Affairs meetings related to identifying academic needs 3) Utilize all available data sources to evaluate and, as appropriate, modify implemented approaches to address academic gap filling 4) Incorporate information from the District Equity Team to inform and guide work 	
2022 - 2023	<ol style="list-style-type: none"> 1) Continue to utilize all available academic data to inform continuous improvement efforts <ol style="list-style-type: none"> a) Use data to identify areas of achievement and/or growth and look for opportunities to replicate similar success in other classrooms, subject areas, and across the district b) Use data to identify opportunities for continued growth and, as necessary, reallocate resources to support achievement and/or growth 	



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>	
Considerations: <ul style="list-style-type: none"> - Resources (Existing and Needed) - Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) <ul style="list-style-type: none"> - Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust) - Core Questions to Consider: <ul style="list-style-type: none"> - What do students need to know? - How do we know if they’ve learned it? - How do we intervene for those students who have not learned it? - How do extend other opportunities for those who have learned it? 	Budget	



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<p>Spring 2021</p>	<p><i>Current Efforts to Address Academic Gap Filling</i></p> <p>Hired Virtual Student Success Coaches</p> <ul style="list-style-type: none"> ● Staffing of trained Virtual Student Success Coaches in every school building to support teachers and students in the following ways: <ul style="list-style-type: none"> ○ Provide technology support and log-on issues ○ Support student motivation and engagement ○ Support student attendance issues ○ Provide academic reinforcement and targeted interventions <p>Launched Academic Support Initiative (Secondary)</p> <ul style="list-style-type: none"> ● Teachers selected to provide additional guidance and extended time for work completion for students transferring from our virtual to our in-person model, who were significantly behind and/or failing in their academic progress. <p>Created adaptations to school schedules during 2020-21 school year</p> <ul style="list-style-type: none"> ● Provide educators with sufficient time to support remote and blended learning models ● Provide educators with time to appropriately intervene with students <p>Created online curriculum resources for educators to use with students in a variety of learning models (blended, remote, and traditional)</p> <p>Provided small group interventions to support students in the development of foundational reading and math skills</p> <p>Provided professional learning to educators on how to effectively use our Learning Management System as a tool to reach students with a wide range of learning needs</p> <ul style="list-style-type: none"> ● Use of digital learning resources that are self adjusting to provide targeted interventions and support 	
<p>Summer 2021</p>	<p>Host District Summer School Learning Program (fees may be waived or reduced in an effort to increase opportunities for all students to attend)</p> <ul style="list-style-type: none"> ● Preschool Summer Intervention Program ● K-5: Targeted interventions in ELA & Math <ul style="list-style-type: none"> ○ SPIRE, Bridges, Heggerty, P.E.T.S. ● 6-8: Summer Intervention with a STEAM approach ● 9-12: Credit recovery opportunities ● Extension opportunities (IGNITE) as identified by students, parents and staff which may include one or more of the following: <ul style="list-style-type: none"> ○ “Adulting” Life Skills ○ Creative Arts ○ Cultural Awareness / Equity Issues ○ Outdoor Activities ○ Clubs based on interest to fuel intellectual curiosity 	



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	<p>Refinement & Development of Online Curriculum Resources by WCS educators and curriculum leaders</p> <ul style="list-style-type: none"> ● K-5: Refinement of WCS Resources created during the 2020-21 school year ● 6-12: Development of WCS Resources to support educators and students in traditional, blended, and online learning models <p>Implementation of Standards-Based Learning 6-12</p> <ul style="list-style-type: none"> ● Professional Development <ul style="list-style-type: none"> ○ Prioritized Standards ○ Proficiency Scales ○ Assessments ○ Grading Practices <p>Formulate plans for the implementation of MTSS resources and focused interventions where appropriate</p> <ul style="list-style-type: none"> ● WCS MTSS Framework ● ODE Partner Resource <p>Review existing school schedules to determine if there are opportunities to provide students with interventions and supports during the school day</p> <ul style="list-style-type: none"> ● Offer support from content teachers during the school day (i.e. math and ELA labs) ● Examine if instructional grouping is possible at middle school level <p>Review and revise the district's technology 1:1 plan</p> <p>Review technology to support Online Instruction</p> <p>Determine what supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. may need to be made to support students with learning differences</p> <p>Examine what interventions can be implemented to combat barriers for disengaged students</p> <ul style="list-style-type: none"> ● Consider the continuation of Student Success Coaches for the 2021-22 school year 	
<p>2021 - 2022</p>	<p>Utilize Online Curriculum Resources in all classrooms</p> <ul style="list-style-type: none"> ● 6-12: Implement interactive formative assessment software <ul style="list-style-type: none"> ○ Provides the opportunity for teachers to create interactive lessons that provides teachers with instant feedback. There are also lessons already developed for teacher use. This would provide a district-solution to this need. Many teachers and buildings are using their own funds for products that do similar things. <p>K-12: Continue to implement our district diagnostic and online personalized learning plan</p>	



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	<p>Provide access for students to key opportunities (e.g., math and literacy foundations, advanced mathematics, physics, higher education, interventions, etc.) that may have been lost due to the pandemic.</p> <p>Provide quality professional learning to educators and administrators around the following topics to assist in learning recovery efforts:</p> <ul style="list-style-type: none"> • Differentiated learning • How to balance meeting social emotional needs with academic achievement <p>Continue to expand the use of our learning management system (LMS) to collaborate vertically and horizontally throughout the district</p> <p>Start the development of High Quality Student Data (HQSD) Resources to align with our transition to OTES 2.0 to identify and address student learning gaps</p> <ul style="list-style-type: none"> • Creation of professional development around the development of HQSD that will be used in 2022-23 school year • Development of professional development around the appropriate and effective use of HQSD <p>Continue with scheduled curriculum adoption plans</p> <p>Start the implementation of newly designed MTSS Processes</p> <p>6-12: Provide Professional Development for Secondary Administrators and Teachers to support instructional growth</p> <p>6-12: Professional Development for continued growth of development and use of online curriculum resources and instructional strategies</p> <p>Consider audio books to support students with learning differences</p> <p>Provide EL educators with literacy training to support students</p> <p>Explore additional opportunities to engage parents and students in our District Equity Team work</p>	
<p>2022 - 2023</p>	<p>Continue to audit curriculum needs</p> <ul style="list-style-type: none"> • Determine if there are resources needed to support our curriculum offerings and align our learning recovery efforts <p>6-12: Provide Professional Development for Secondary Administrators and Teachers to support instructional growth</p> <p>6-12: Professional Development for continued growth of development and use of online curriculum resources and instructional strategies</p> <p>Continue to utilize Online Curriculum Resources in all classrooms</p> <ul style="list-style-type: none"> • 6-12: Continue to implement interactive formative assessment software 	



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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)?

Gathering both quantitative and qualitative data points will be critical to the success of this framework. These data points will be used to understand where students are today while also to set markers to measure progress over time.

- Educators and administrators will identify critical needs and impacted students caused by the COVID 19 pandemic, shifting of learning modalities, health and wellness issues, and other factors by utilizing the following data sources:
 - Student grades
 - Panorama survey (3-12)
 - Attendance rates
 - IEP progress reports & 504 information, if applicable
 - RTI / MTSS data
 - Gifted and ELL data
 - Parent, teacher/staff, and/or student well being staff feedback

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

Review all available data sources in order to identify impacted students.

Notify and assess each student need(s) and offer potential links to appropriate resources.

Utilize school based and community based supports.

Conduct a Thought Exchange survey to students, families, and staff to determine what summer learning opportunities they may be interested in to address potential social and emotional issues

- Resources:
 - Existing: Panorama data (3-12), MTSS/RTI data, any other referrals
 - Needed: general SEL screener for all students (quicker)
- Partnership Opportunities:
 - Concord Counseling
 - UMCH
 - Neighborhood Bridges
 - WARM
 - ESCCO
 - ODE resource bank (specific to SEL)



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	<ul style="list-style-type: none"> ○ CASEL resources ● Alignment: <ul style="list-style-type: none"> ○ District Equity Goals ○ Student Success Plans ○ Graduation Plans ○ District Goals <ul style="list-style-type: none"> ■ The district will provide resources to support the social-emotional development and well-being of all students 	
Summer 2021	<p>Continue to monitor/review all data sources</p> <p>Provide continuity coverage over summer break for identified and crisis based students</p> <p>Continue to network new, maintain/grow existing supports</p>	
2021 - 2022	<p>Provide educators and staff with professional development opportunities to help them identify and then support students well-being and social and emotional needs</p>	
2022 - 2023	<p>Continue to utilize all available social emotional data to inform continuous improvement efforts.</p> <p>Utilize feedback mechanisms (surveys, etc.) to identify areas of success and areas in need of ongoing support</p>	



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Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs” (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>
Considerations: <ul style="list-style-type: none"> - Resources (Existing and Needed) - Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) 	Budget
Spring 2021	<p><i>What are we doing now? Current efforts:</i></p> <p>Utilize K-12 student well being team/Teachers</p> <ul style="list-style-type: none"> • Elementary- Building community, PATHS (tier 1, 2 at elementary), School counselors working with students/families identified, Morning meetings, Concord and UMCH referrals for higher needs or referrals out/community resources • Secondary: School counselors/Mental health team available for classroom, small groups, individual needs, assessments/referrals <p>Utilize Concord staff for additional resources (specific to stress management and executive functioning)</p> <p>Work collaboratively with WARM and Westerville Christian Church to assist with food security needs</p> <p>Schedule and hold home visits as needed/indicated</p> <p>SWB team created virtual options for students to engage, obtain resources and make individual appointments,</p> <p>Building community*</p>
Summer 2021	<p>Embed specific social emotional learning opportunities in Summer School Learning program:</p> <ul style="list-style-type: none"> • Concord supported small groups, K-12 • Concord supported parent classes (PreK-3) • Concord supported courses, K-12 <p>Hire summer school counseling positions for day-to-day need and classroom lessons</p> <p>Review and growth of ? SEL modules (student and staff)?</p> <p>Provide professional learning opportunities that support the whole child</p>



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	<p>Revise and grow the SEL modules used in the Secondary Summer 2020 course for staff</p> <p>Provide Secondary Extension Opportunities to that support student well-being which may include some of the following:</p> <ul style="list-style-type: none"> • Yoga • Stress Management 	
2021-2022	<p>Provide professional development opportunities focused on relationship building</p> <p>6-12: Professional Development to support Restorative Practices</p>	
2022-2023	<p>6-12: Professional Development to support Restorative Practices</p>	

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://resetandrestart.org/) website and planning guide. Additional planning resources are also available at <http://reframingeducation.org/>. This decision-making framework was developed by Ohio's network of ESCs to assist districts in having authentic conversations about instructional expectations and making plans to reframe education moving forward; we encourage districts to reach out to their ESCs for additional support as needed.





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ACADEMIC PLANNING

<p>Determining Academic Needs</p>	<p>How will instructional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Performance on tests (e.g., district assessments, statewide tests, ACTs, etc.); (Districts will not have statewide achievement data until after the end of the school year and may need to identify assessment tools to identify gaps.) ● How will districts determine impacted/vulnerable populations? ● How will districts/schools combat barriers for disengaged students? ● What opportunities were missed due to the inability to access programming? Can any of these opportunities be reinstated in the summer or next school year? (Districts are encouraged to consider this question through an equity lens for student populations-- Students with Disabilities, English Language Learners, Gifted Students, All Learners, etc.) ● Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic. ● Attainment (e.g., high school diploma, college degree, employment) ● What essential elements of determining instructional needs are already in place? ● District MTSS Process and Universal Screeners ● Use of/Alignment with the OIP/DLT/BLT/TBT process to determine; What do students need to know? How do we know if they've learned it? How do we intervene for those students who have not learned it? How do we extend other opportunities for those students who have learned it? ● Gap Analysis for ELA, Math, Science, and Social Studies ● Prioritize Literacy and Math ● Prioritized Standards ● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. ● Rising Kindergarteners (These students have spent a significant portion of their life in a pandemic environment. What needs might they have as they enter Kindergarten in Fall 2021?)
<p>Filling Academic Gaps</p>	<p>How will academic gaps be filled?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> ● Existing processes and supports ● Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.) ● MTSS processes ● Effective district-wide/school-wide leadership teams focusing on achievement gaps ● Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs? ● Will measurable objectives be required? Or will these be supplemental offerings that the parent/guardian may choose to have their student participate in and benefit from? ● What happens with students who do become proficient? ● Triage plans for Seniors/Credit Recovery Options for HS ● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. ● Student Success Plans ● Personalized learning opportunities ● Clear instructional plans have been created with prioritized standards ● Clear instructional plans have been communicated with staff, parents, and other stakeholders ● Cross grade-level communication ● Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc.



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	<ul style="list-style-type: none"> 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>

SOCIAL & EMOTIONAL NEEDS

Determining Social Emotional Needs	<p>How will social and emotional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> District MTSS Process and SEL Screeners Student Wellness and Success Plans Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. How can ESC Family and Community Partnership Liaisons support in this area? Are there prevention services/opportunities available through ADAMS and ESCs?
Addressing Social and Emotional	<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



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Needs	<ul style="list-style-type: none">• 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>



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PROFESSIONAL LEARNING NEEDS

<p>Professional Learning</p>	<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)
<p>Resource Link(s):</p>	<p>Professional Learning Supports Mental Health Resources ESC Customized Support</p>