

# Learning Recovery & Extended Learning Plan

District Name:	Akros Middle School
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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](mailto:ExtendedLearning@education.ohio.gov)

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## Identifying Academic Needs

<b>Impacted Students:</b>	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> </ul> </li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	Students will be given a district wide assessment that is researched based and normed based to assess students abilities. This assessment is NWEA which will show us what students have shown the least amount of progress and who is struggling with online learning and other impacts of the pandemic.	n/a
<b>Summer 2021</b>	During the summer the academic team along with a data coach will review school year long NWEA data and OST data to determine what students are not showing typical year long progress based on norm based research and have been the most affected due to remote learning or other factors due to the pandemic.	\$1,500
<b>2021 - 2022</b>	Throughout the 2021-2022 school year the school will continue to retain and employ a data coach who will collect and analyze district assessments (NWEA) , State Assessments, Classroom assessment data, and TBT data to share with the community school leadership team and the staff what students are the most affected by the pandemic and come up with a plan to meet the needs of these most vulnerable students. The district assessment will be given 3 times per year to ensure that instructional supports that are given to struggling students are working and the students are showing progress.	\$8,000
<b>2022 - 2023</b>	Throughout the 2022-2023 school year the school will continue to retain and employ a data coach who will collect and analyze district assessments (NWEA) , State Assessments, Classroom assessment data, and TBT data to share with the community school leadership team and the staff what students are the most affected by the pandemic and come up with a plan to meet the needs of these most vulnerable students. The district assessment will be given 3 times per year to ensure that instructional supports that are given to struggling students are working and the students are showing progress.	\$8,000

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## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>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></p>	
<b>Considerations:</b>	<ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)               <ul style="list-style-type: none"> <li>- Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	<b>Budget</b>
<b>Spring 2021</b>	<p>During the spring of 2021 the school will use the MTSS process already in place to meet the needs of students who are falling behind academically after returning to the building who chose to be remote for 75% of the school year and that have been identified as falling behind. The students will be given intensive small group instruction in the areas that the student has been identified as deficient in using research based strategies as identified in the school Ohio Improvement Plan. The progress of students in the MTSS process will be tracked weekly and reviewed in TBT meetings to ensure that the strategies being used are effectively showing progress or the teacher will use other strategies and/or materials to ensure that the student is able to show progress by the end of the 2020-2021 school year.</p>	n/a
<b>Summer 2021</b>	<p>During the summer of 2021 the school will offer an intensive 6 week long summer school program targeted at students who are identified throughout the school year as most impacted by the pandemic including both in building and remote students. The program will focus on high yield instructional strategies which are part of our Ohio Improvement plan such as summarizing, graphic organizers, and cooperative learning. The students in the program will be progress monitored weekly to measure growth throughout the program to ensure fidelity.</p>	\$20,000
<b>2021 - 2022</b>	<p>Throughout the 2021-2022 school year the school will use the MTSS process already in place to meet the needs of students who continue to be identified as having a learning gap due to the pandemic. The school will continue to employ small group instruction teachers to allow for cooperative learning groups of students to be closely monitored weekly to measure growth</p>	\$230,000

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	<p>throughout the process. The school will continue to employ high quality teachers who are able to differentiate within the classroom to meet the needs of all students including the students who have fallen behind due to remote learning and the pandemic. The teachers will provide differentiated materials and assignments to students based on their individual needs that are still linked to the state standards and meeting the goals as outlined in the schools improvement plan. The school will also provide intensive phonics based instruction to its youngest learners who are struggling in the area of reading. The staff will be provided high level professional development in the area of phonics to ensure high quality instructional from all teachers.</p>	
<b>2022 - 2023</b>	<p>The school will continue during the 2022-2023 school year using the MTSS process already in place to meet the needs of students who continue to be identified as having a learning gap due to the pandemic. The school will continue to employ small group instruction teachers to allow for cooperative learning groups of students to be progress monitored weekly to measure growth throughout the process. The school will continue to employ high quality teachers who are able to differentiate within the classroom to meet the needs of all students including the students who have fallen behind due to remote learning and the pandemic. The teachers will provide differentiated materials and assignments to students based on their individual needs that are still linked to the state standards and meeting the goals as outlined in the schools improvement plan. The school will also provide intensive phonics based instruction to its youngest learners who are struggling in the area of reading. The staff will continue to be provided high level professional development in the area of phonics to ensure high quality instructional from all teachers.</p>	<b>\$230,000</b>

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## Approaches to Identify Social & Emotional Needs

<b>Impacted Students:</b>	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <i>Resources (Existing and Needed)</i></li> <li>- <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i></li> <li>- <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</i></li> </ul>	<b>Budget</b>	
<b>Spring 2021</b>	<p>With our population of students, it is hard for them to express their feelings and it is hard for them to talk about their issues. That is why the school has registered with OHYes! It is an online survey directed at students to gauge their social and emotional needs in grades 7 and 8. Through their survey we will be able to identify the students' needs who are currently in the middle school. The School will use the BASC-3 Behavioral and Emotional Screening System. To get a baseline of student social and emotional needs. The data will be used to identify the students who are at most in need of support in the area of social and emotional well-being due to the pandemic.</p>	\$200
<b>Summer 2021</b>	<p>During the summer the administrative staff, data coach, school psychologist, and data coach will analyze the data from both surveys to gauge what students have been most impacted by the pandemic. The team will use the data to determine what students will need the most social emotional support when we return in the fall and who may need some additional support during the summer months.</p>	\$2,500
<b>2021 - 2022</b>	<p>For the 2021-2022 school year the school will administer in the fall the OHYes! Survey and the BASC-3 Behavioral and Emotional Screening System again to gauge students' social and emotional needs. Students that fall within the range of needing further support will be progress monitored throughout the year using the BASC-3 Behavior and Emotional system of assessments to gauge how they are progressing towards their behavioral goals. The assessment will be given by either the teacher or the students depending on the grade level and the assessment type given. The data coach, school psychologist and the wellness teacher will be responsible for analyzing and collecting the data and reporting out their findings to the teacher based teams, grade level teams, and the community school leadership team.</p>	\$8,000
<b>2022 - 2023</b>	<p>For the 2022-2023 school year the school will continue to administer in the the OHYes! Survey and the BASC-3 Behavioral and Emotional Screening System to gauge students' social and emotional needs. Students that fall within the range of needing further support will be progress monitored</p>	\$8,000

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	<p>throughout the year using the BASC-3 Behavior and Emotional system of assessments to gauge how they are progressing towards their behavioral goals. The assessment will be given by either the teacher or the students depending on the grade level and the assessment type given. The data coach, school psychologist and the wellness teacher will be responsible for analyzing and collecting the data and reporting out their findings to the teacher based teams, grade level teams, and the community school leadership team.</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:		Budget
<ul style="list-style-type: none"> <li>- <i>Resources (Existing and Needed)</i></li> <li>- <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i></li> <li>- <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i></li> </ul>		
<b>Spring 2021</b>	During the spring of 2021 the school will partner with Minority Behavioral Health (MBH) to meet the needs of students who are struggling with their social and emotional needs due to the pandemic. MBH will be able to see students and their families to help them with their emotional needs. MBH will be housed in the school building and be able to see both students and parents throughout the school day. The school will register with OHYes! to be able to assess students in the area of social emotional needs and will work with the school psychologist on other ways to assess the emotional needs of students.	n/a
<b>Summer 2021</b>	MBH is ongoing and will happen in the summer months as well. Minority Behavioral Health will continue to see students during the summer months and provide support at their home. During the summer the school is offering summer school to students that were impacted the most during the pandemic. During the summer the school will hire and retain a full time staff member that is trained in counseling to help with students' social and emotional needs.	\$20,000
<b>2021-2022</b>	For the 2021-2022 school year the school will have in place a full time staff member that is trained in counseling to help with students' social and emotional needs. The staff member will be teaching a class to all students (tier 1 support) as well about social and emotional effects on students. The staff member will also provide a small group and one on one sessions as needed to students who require more support (tier 2 and 3 supports). The staff member will also be a resource for other outside agencies that could help the students' whole family. The school will continue to assess students to monitor their progress in social and emotional well being.	\$35,000
<b>2022-2023</b>	During the 2022-2023 school year, the school will continue to retain a health and wellness teacher to work on the social and emotional needs of the current students. The information gathered from survey materials will continue to drive the instruction of the health and wellness teacher. MBH will continue to be housed in our building and will be able to work with their clients as needed throughout the school year.	\$35,000

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