Learning Recovery & Extended Learning Plan

District Name:	Madison Avenue School of Arts
District Address:	1511 Madison Avenue, Toledo Ohio 43604
District Contact:	Lindsey Day
District IRN:	009955

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.

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

ODE's Planning for Extended Learning FAQ's

Identifying Academic Needs		
Impacted Students:	*How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?*	

Considerations:
- **Resources** *(Existing and Needed)*
- **Partnerships** *(Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)*
- **Alignment** *(Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)*
    - *Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)*
- **Core Questions to Consider:**
    - *What do students need to know?*
    - *How do we know if they've learned it?*
    - *How do we intervene for those students who have not learned it?*
    - *How do extend other opportunities for those who have learned it?*
	Budget	

Spring 2021	At Madison Avenue School of Arts, we have identified students with academic concerns through data on quarterly STAR assessments, guided reading scores, and other academic observations done by teachers. Based on the data, teachers identified specific academic areas of concern in literacy and math for the students and created MTSS or response to intervention (RTI) groups for the students. Teachers work with the small groups several times during the week on the intervention and then progress monitor them once per week. The data is tracked for each student and reevaluated every 6 weeks. Grade level teams have weekly RTI meetings where student's academic progress is discussed and next steps are determined. Madison Avenue School of Arts will conduct a needs assessment to identify any students that have experienced a significant delay with their learning progress due to the COVID- 19 pandemic. We will utilize (state assessment data, STAR reading and math data, local assessments, student retention information) to identify critical data in	$0 $0

	the area of student academic performance during the months of April and May. We will request approval from our board for an extension to the 20-21 school year.	
Summer 2021	With approval, we will offer summer school to our students that failed to make adequate academic gains during the 20-21 school year based on the critical data highlighted above. Classroom teachers will recommend students that are in danger of being retained in their current grade level due to lack of adequate learning gains during the 20-21 school year. This step will ensure that our summer program is specifically targeted towards the students that are failing. The students that are recommended by the classroom teachers and administrative team, will be provided with an opportunity to attend summer school. Summer school will take place during the months of June and July. Additionally, we will be offering summer school to all of our 2nd grade students in an effort to prepare them for the 3rd grade ELA fall assessments.	Summer School Total $116,096.4 **Transportation** $65,696.4 (approximately 200 students) 27 days **Staff Salaries** 10 Teachers (7 weeks) - $44,800 1 supervisor- $5,600
2021 - 2022	We will continue to utilize the same process for identifying students for academic intervention throughout the school year and identifying students that are not making adequate academic learning gains for our summer school program.	$0

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2022 - 2023	We will continue to utilize the same process for identifying students for academic intervention throughout the school year and identifying students that are not making adequate academic learning gains for our summer school program.	$0

Approaches to Address Academic Gap Filling		
Approaches & Removing/ Overcoming Barriers	*What approaches will schools/districts use to fill learning needs identified above?* *What steps will be taken to remove/overcome barriers that may be associated with the "Gap Filling Approaches" (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?*	

Considerations:
- *Resources* (Existing and Needed)
- *Partnerships* (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
- *Alignment* (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)
    - *Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)*
- *Core Questions to Consider:*
    - *What do students need to know?*
    - *How do we know if they've learned it?*
    - *How do we intervene for those students who have not learned it?*
    - *How do extend other opportunities for those who have learned it?*
		Budget

Spring 2021	To fill the learning needs of our identified students, at Madison Avenue School of Arts, we have identified students with academic concerns through data on quarterly STAR assessments, guided reading scores, and other academic observations done by teachers. Based on the data, teachers identified specific academic areas of concern in literacy and math for the students and created MTSS or response to intervention (RTI) groups for the students. Teachers work with the small groups several times during the week on the intervention and then progress monitor them once per week. The data is tracked for each student and reevaluated every 6 weeks. Grade level teams have weekly RTI meetings where student's academic progress is discussed and next steps are determined. To overcome barriers to the challenges associated with educating students during a pandemic, we have provided all of our students with access to technology (chromebooks 1:1 ratio, wireless jetpacks that accommodated the needs of our transient population of students,) to ensure that they were able to successfully connect to our 100% virtual learning platform prior to us	$14,000-19,800

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	returning to a hybrid learning platform on March 1st. At this time, we are still providing our students with chromebooks and WIFI jetpacks that have elected to remain virtual for the remainder of the 20-21 school year.	
Summer 2021	To fill the learning needs of our identified students, we are offering Summer School from 9am-1pm during the months of June and July. To overcome barriers for families, we offer transportation for Summer School. Based on availability of tutors and interest, we can offer virtual tutoring options for families that are still not comfortable with returning to an in-person learning structure this summer.	$160,000
2021 - 2022	We will continue to utilize the same process to help students overcome barriers for extended learning opportunities.	$0
2022 - 2023	We will continue to utilize the same process to help students overcome barriers for extended learning opportunities.	$0

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Approaches to Identify Social & Emotional Needs	
Impacted Students:	*How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?*

Considerations: - *Resources* (Existing and Needed) - *Partnerships* (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - *Alignment* (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)	**Budget**
Spring 2021 We have partnered with a mental health agency that provides us with the opportunity to refer students for mental health services based on observations from classroom teachers, and administrators. Additionally, parents are provided with the opportunity to make referrals for these services if they elect to enroll their child(ren). We have a Parent Liaison on site that locates students that have inconsistent attendance and or are not engaged in the learning causing them to fail. Our Parent Liaison intentionally sets up relationships with the parents of those students to ensure that they are equipped with the resources that could present challenges to their student's learning if not in place (food insecurities, lack of proper devices to access learning, lack of internet capabilities, access to mental health services, etc.…). Once our Parent Liaison partners with a family and discovers a barrier, resources to help are provided to get the student back on track.	$39,000
Summer 2021 Staff members will continue to use Class Dojo and make phone calls to check in with families throughout the Summer.	$0
2021 - 2022 We will continue to take referrals for our onsite mental health service provider. Additionally, our Parent Liaison will continue to partner with families to identify needs that are barriers to learning.	$0

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2022 - 2023	We will continue to take referrals for our onsite mental health service provider. Additionally, our Parent Liaison will continue to partner with families to identify needs that are barriers to learning.	

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Approaches to Address Social and Emotional Need		
Approaches & Removing/ Overcoming Barriers	*What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs" (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?*	
Considerations: - *Resources (Existing and Needed)* - *Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)* - *Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)*		**Budget**
Spring 2021	Currently, we have partnered with the STAR program (National Advocate Youth Program) as a mental health provider for our students and staff. Every student has an opportunity to receive mental health services on-site and virtually based on the need, a referral from a staff member, and parental consent. Once a student is officially signed up, they will receive a mental health assessment, a treatment plan based on the diagnosis from the assessment inclusive of therapy and case management services.	$0
Summer 2021	The STAR program will continue to work with our students and staff throughout the summer. Additionally, we will continue to use Class Dojo and phone calls to check in with families throughout the summer.	$0
2021-2022	The STAR program will continue to work with our students and staff as our mental health partner.	$0

2022-2023	The STAR program will continue to work with our students and staff as our mental health partner.	$0

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

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Determining Academic Needs	How will **instructional needs** be **determined**? Possible/Optional item(s) to consider: ● 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?)
Filling Academic Gaps	How will **academic gaps** be **filled**? Possible/Optional item(s) to consider: ● 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

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	- 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	What method(s) will be used to **determine competency** for pandemic learning? Possible/Optional item(s) to consider: - 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):	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

SOCIAL & EMOTIONAL NEEDS

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Determining Social Emotional Needs	How will **social and emotional needs** be **determined**? Possible/Optional item(s) to consider: ● 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	How will **social and emotional needs** be **addressed**? Possible/Optional item(s) to consider: ● MTSS processes ● Alignment to existing Wellness Plans ● Alignment to existing Student Success Plans ● Triage plans ● Integrate, coordinate, and align with relevant partners to support this work including 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):	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

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PROFESSIONAL LEARNING NEEDS	
Professional Learning	What **professional development** activities will be needed/offered to your school district's teachers and partners to support learning recovery? Possible/Optional item(s) to consider: ● 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):	Professional Learning Supports Mental Health Resources ESC Customized Support