



Learning Recovery & Extended Learning Plan

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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.



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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:	<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>	
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
Spring 2021	<p>We have used multiple data points to identify students that are in need of academic support. Using our middle of year and end of year Universal Screener data (NWEA MAP), we have identified the threshold of 35th percentile to service students for academic needs in Reading and Math</p> <p>At the K-5 level, we are also using RAZ kids assessment data to identify students that are two years below grade level benchmarks. We have also used our 3rd grade Fall OST data to identify third graders that need additional intervention in reading.</p> <p>At the 6-12 level, we are also using classwork and progress performance. We have identified students that have earned a failing grade in English Language Arts and Math. In addition to Reading and Math at the high school level, we have identified students that are earning a failing grade in social studies, science, and PE/Health. Using these data points, we have identified students in Reading and/or Math for each grade level K-8. At the high school, we have pulled our academic grading data to analyze it for students that are at risk of being credit deficient for graduation. We have also analyzed our EOC data from the last year--retakes. We have identified students that need</p>	



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	<p>intervention or credit recovery in English 1,2, & 3, Algebra, Geometry, and Algebra 2, US History, US Government, Physical Science, Biology, Physical Education and Health.</p> <p>Through this process we have identified seniors that need intensive remediation immediately for graduation. We have identified students in 9th-11th grades that meet the criteria above. In our middle schools grade 6-8, we have identified ____ students. In our elementary schools grade K-5, we have identified ___ students. The teachers and building administrators are reviewing the identified students in TBT and/or BLT meetings to add or delete additional students based on family or staff referral or extenuating circumstances</p>	
<p>Summer 2021</p>	<p>In late May, each building BLT and/or TBT teams will review the identified list of students in need of academic support to update based on new progress monitoring data. Students will be invited to attend our summer extended learning program, planned for June 14-July 15th.</p> <p>Students who are invited to our Summer program will be placed into leveled groups based on area of need, based on Spring NWEA MAP and classroom data.</p> <p>At the end of each week there will be skills based assessments to check students progress towards their academic goals. Teachers will provide further interventions for students who are not making progress towards academic goals. At the end of the summer program students will be assessed again to measure their progress throughout the summer.</p> <p>During Summer 2021, we will be progress monitoring our students who attend our summer extended learning program through small group reading and hands-on math activities. We have identified critical focus skills and the teachers will progress monitor these skills through performance tasks and class work. Each student will receive the success criteria for each critical focus skill and will be able to self-evaluate their mastery of each skill at the end of the summer program</p>	
<p>2021 - 2022</p>	<p>A universal screener (NWEA MAP) will be administered to all students in grades K-12 in the content areas of reading and math. This data will be used to determine the skills and standards that students have acquired as well as any students who are performing significantly below grade-level expectations. The assessment will be given three times during the school year. After the mid-year assessment, student growth data will be available, which will assist teachers in providing instructional support. Additional assessments will be administered throughout the year across the levels to determine growth and mastery of standards across the content areas.</p> <p>Each building will actively participate in the Ohio Improvement Process, identifying the critical needs of students. Building Continuous Improvement Plans will include a Post-COVID Academic Plan, specifically designed to meet the various needs of the students in each building, keeping in mind that some students may be meeting or exceeding grade level expectations and</p>	



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	some students may not be meeting grade level expectations.	
2022 - 2023	District leaders will continue to monitor student progress and overall needs by participating in action research and examining current data to determine next steps for instructional support.	



Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<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>	
<p>Considerations:</p> <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
Spring 2021	Additional academic support is being offered to students in grades K-12, based on individual student needs. Current data is being used to determine the academic support, as well as students who are receiving support. Students are being offered extensions to grading periods in an effort to complete work that may have been missed due to the pandemic. Teachers are continuing to assess mastery, but are making adjustments for students, as needed. Local Board Policy includes guidelines for promotion, which are	



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	being followed in grades K-12.	
Summer 2021	<p>District curriculum maps will be revised to include a prioritized focus on power standards. They will include vertical alignment of standards in an effort to spiral curriculum and instruction so that learning gaps can be addressed. Summer school will be provided to students in grades 2-12. This summer learning experience will provide students with additional practice and support around skill gaps that may have occurred due to the pandemic. Students who participate in this summer learning opportunity will receive books to read throughout the summer.</p>	
2021 - 2022	<p>Classroom teachers will provide enrichment, intervention and support to students based on fall benchmark data. Tier 1 instruction will be differentiated to meet individual student needs. Instructional models will be adjusted to support the needs of all students (small group instruction, differentiated independent work, etc.) Consideration will be given to thoughtful grouping of students & creative use of staff. This could include training paraprofessionals and support staff to provide additional support in the classroom, as needed.</p> <p>The MTSS process will be revisited to ensure that the instructional needs of all students are being met. All revised MTSS procedures will be communicated to parents and staff in an effort to ensure that all stakeholders know the steps being taken to ensure student success.</p> <p>Instructional resources will be provided for tiered support. At-risk students will be progress monitored on a bi-weekly, or weekly basis. This data will be used to determine skill deficits and need for classroom intervention or targeted skill-specific intervention, and to monitor the effectiveness of the provided interventions. Students will be grouped into Tier 2a or Tier 2b. Tier 2a students will be provided intervention in the classroom, by the classroom teacher. Tier 2b students are at the highest risk and may require intervention from support staff. Frequency and intensity of interventions will be based on the most recent data.</p> <p>Students who are meeting or exceeding grade level expectations will be provided with support to meet their individual academic needs. Specific instructional support will be determined by fall benchmark data in an effort to build upon existing knowledge and skills.</p> <p>Careful consideration will be given to the skills that students have acquired during the pandemic. Classroom instruction will continue to foster independence, creative use of technology, time management skills, etc.</p> <p>High school students who need credit recovery will be offered flexible options throughout the school year to earn credit.</p>	



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2022 - 2023

District leaders will continue to monitor student progress and overall needs by participating in action research and examining current data to determine next steps for instructional support.





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Approaches to Identify Social & Emotional Needs

Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
Considerations:		Budget
	<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, OIP, CCIP-related plans, graduation plans, student success plans, etc.) 	
Spring 2021	<p>Students will participate in a universal screener (SRSS-IE Elementary and SRSS-IE Secondary inventories as a universal screener to help identify students at risk of anti-social behavior patterns (internalized/ externalized behaviors) to determine the need for prevention services and supports. Additionally, the screener will capture the social and environmental conditions that threaten the health, well-being and progress toward graduation.</p> <p>To provide further support for at- risk students, identified by the screener, our evidence based classroom strategies, trauma informed teaching professional development along with explicitly teaching SEL in the classroom will be our tier 1. For Tier II and Tier III, providing education and supports, like small groups/ one on one for students exhibiting risky behaviors and/or mental health concerns.</p>	
Summer 2021	<p>Invite students identified as at-risk by SRSS-IE screener to join in our summer extension program. If they are unable to attend, teacher, admin or parent liaisons will reach out at least once per month by phone, zoom, or home visit.</p>	
2021 - 2022	<p>Strengthening partnership with local counseling services (like buckeye ranch) as well as local law enforcement to help us implement the handle with care program/ referral process.</p> <p>Staff Support and Professional Services: Priority needs: train staff in the effects of compassion fatigue, put supports in place to support staff after a crisis.</p> <p>Parent/Caregiver Services: Starting involving families in prevention will start by providing information on self-care and taking care of personal health and wellness to parents/caregivers.</p>	



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2022 - 2023	District leaders will continue to monitor student progress and overall needs by participating in action research and examining current data to determine next steps for social/emotional support.	



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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	The district will review and reflect on the information provided through the universal screener. We will use the data to drive all decision-making for SEL programming and supports	
Summer 2021	Professional development will be created that showcases ways to incorporate SEL supports in all classrooms. The goal is to show SEL supports can occur in any setting and should not be reserved for stand-alone services.	
2021-2022	At the beginning of each semester, the universal screener will be administered. The data will be used to update SEL programming.	
2022-2023	District leaders will continue to monitor student progress and overall needs by participating in action research and examining current data to determine next steps for SEL support.	



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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





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Determining Academic Needs	<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?)
Filling Academic Gaps	<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



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

SOCIAL & EMOTIONAL NEEDS



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<p>Determining Social Emotional Needs</p>	<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?
<p>Addressing Social and Emotional Needs</p>	<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.)
<p>Resource Link(s):</p>	<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

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</p> <p>Mental Health Resources</p> <p>ESC Customized Support</p>