

Learning Recovery & Extended Learning Plan

District Name:	Orchard Park Academy
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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

Learning Recovery & Extended Learning Plan

[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>In our Fall 2020 Remote Learning Plan, we detailed how we would determine and document student learning for this school year. We started with beginning of the year assessments. Then we completed the Student Readiness Gap Analysis for each student in order to capture each student's baseline data. Teachers created goals for students that we have monitored throughout the year with data trackers. The use of formative and summative assessments informed our instruction. We grouped and then regrouped instructional groups, delivered interventions, and tracked progress in order to ensure we were reaching all students. We continued with our TBT and BLT structure, and held TBTs across both of the Forrester Schools. Those were powerful.</p> <p>Students were assessed throughout this school year of mostly remote learning with a variety of teacher selected formal and informal assessment tools. Upon their return on March 1st, teachers began to individually assess students. Students in grades 3-8 were given the ODE Benchmark assessment in order to determine what standards they have mastered, which helped teachers plan instruction to close gaps. Other assessments were given to all students, including ones in K-2, such as the A-Z assessments, running records, assessments from our educational resources and teacher created ones.</p> <p>This spring we are in the midst of ODE and district testing. By the end of the school year in May, we will have data for each K-8th grade student.</p>	

Learning Recovery & Extended Learning Plan

<p>Summer 2021</p>	<p><u>This summer we will analyze the data and complete the following:</u></p> <ul style="list-style-type: none"> → Compare each student's fall and spring data to determine areas of growth and areas of improvement → Review progress across traditional grade levels → Create multiple lists of students and corresponding standards that need attention → Tier the lists to create prioritized levels, from the students who have mastered attempted standards, to the students who are the most at risk and vulnerable. 	
<p>2021 - 2022</p>	<p>We will begin the 2021-2022 school year in the same manner as this year, with one exception. We will rely on the information we compiled this summer to arrange students in learning communities that extend beyond traditional grade levels. Then all students will be assessed with NWEA, which is our internal benchmark assessment. Teachers have autonomy to also use other assessments, formative and summative. As we have done before, data is placed in data trackers and we begin the cycle again- teach, assess, analyze, inform instruction, etc.</p>	
<p>2022 - 2023</p>	<p>We will evaluate our plan throughout the 21-22 school year and make necessary adjustments for the 22-23 school year.</p>	

Learning Recovery & Extended Learning Plan

Approaches to Address Academic Gap Filling

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

Spring 2021	<p>After surveying our parents and offering choice, 70% of the students reported for hybrid learning on March 1st. 30% of the parents chose for their students to remain remote 5 days a week. Students report in two cohorts- 2 days in school (M,T and TR,F) and 3 days remote. As stated in the previous section, students have been participating in ongoing assessments all year. These assessments continue this Spring with analysis of results before the end of the school year in May.</p> <p>Staff have welcomed students back and maximize their 2 days a week of in person instruction. Students were strategically placed in the two cohorts based on instructional need. Teachers are meeting with parents, working with students in small groups, and using multiple data points to address gaps in learning. While our time with the students is short (we end the 20-21 school year in May) we are working hard to address their instructional needs.</p> <p><u>So far, we have accomplished the following to ensure we begin to mitigate the loss of learning:</u></p> <ul style="list-style-type: none"> → Arranged bus and van transportation, including paying for vans when CMSD could not transport → Continued our current daily schedule, which already includes longer daily school hours than required by ODE → Continued to provide food and arranged for once a week pick up while students are at the building → Oriented the students back into their learning environment → Completing all assessments so that we have the necessary data to plan over the summer → Created more LLI (Levelled Literacy Intervention) groups to support more learners → Revised the schedule to provide more small group instruction for both 	
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Learning Recovery & Extended Learning Plan

	<p>in person and remote students with flipped 30 minute blocks</p> <ul style="list-style-type: none"> → Ensured students had every resource needed i.e. new chargers, more paper, pencils → Planned engaging activities to help celebrate being back at school → Provided students with an opportunity to write across the content areas. 	
Summer 2021	<p>We have thoughtfully considered how we will leverage our current resources and secure additional ones through the utilization of ESSER funds. This summer we will purchase the resources and set everything up for the beginning of the school year. We will analyze the data from the spring assessments and make instructional plans with prioritized standards. We are keeping our Preschool open per parent request and are sending readiness guides home with each new kindergarten student. Finally, some staff members are considering offering summer learning activities.</p>	
2021 - 2022	<p><u>To continue to address the gaps in student learning, we will:</u></p> <ul style="list-style-type: none"> → Continue with the aforementioned strategies → Return earlier than our traditional time for the 2021-2022 school year. We are located in the Cleveland Municipal School District (CMSD) and are reliant on their transportation. We are currently waiting on their school calendar to be finalized. We are also in close contact with their transportation department to determine how early we can return with transportation → Continue our current daily schedule, which includes longer daily school hours than required by ODE → Implement our new learning groupings (based on spring 2021 and fall 2021 data) and revised daily schedule → Incorporate new curricular resources designed to close the gap. We are currently researching new programs in ELA and math that offer more opportunities for individualization for students → If new programs are selected, we will provide professional development and learning for staff. 	
2022 - 2023	<p>We will evaluate our plan throughout the 21-22 school year and make necessary adjustments for the 22-23 school year.</p>	

Learning Recovery & Extended Learning Plan

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>
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Considerations:	Budget
<ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <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> 	

Spring 2021	<p>We utilize PBIS and 3 tiers of interventions in our school. In addition, we already had a structure and system of support in place to identify students with social and emotional needs. We continued with the system this school year for outreach, identification and resource allocation for those students and families. Staff stepped up and filled gaps as they became evident. We delivered supplies, technology and food to homes for families that were food insecure as students need their basic needs met. Students shouldn't have to worry about meeting their basic needs while struggling with emotional concerns.</p> <p>We noticed that it was a little challenging to identify students who needed more support as we didn't have the usual amount of direct contact. We made sure to have time to converse with the students during separate calls. Our RTI/MTSS team still met to discuss students' academic, social and emotional progress. We contract with outside services for counseling and increased communication with all of our providers.</p>	
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Summer 2021	<p>We maintain contact with our families year round. They reach out when incidents or life changes occur with their families. We mobilize and provide what they need. This summer, the administrators will receive training to enhance our MTSS system. We are also considering launching aspects of Executive Functioning and Responsive Classroom. It is important to us to recommit to Ohio's Whole Child Framework and revisit the SEL Standards. It is important to incorporate this work along with academics.</p>	
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2021 - 2022	<p>We will train our staff on the revised MTSS system and utilize it. If we move forward with Executive Functioning and/or Responsive Classroom, we will provide professional development, learning and support to staff.</p>	
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2022 - 2023	<p>We will evaluate our plan throughout the 21-22 school year and make necessary adjustments for the 22-23 school year.</p>	
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Learning Recovery & Extended Learning Plan



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"> - <i>Resources</i> (Existing and Needed) - <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - <i>Alignment</i> (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><u>So far, we have accomplished the following to ensure we begin to address social and emotional needs of students:</u></p> <ul style="list-style-type: none"> → Arranged bus and van transportation, including paying for vans when CMSD could not transport → Continued our current daily schedule, which includes longer daily school hours than required by ODE → Continued to provide food and arranged for once a week pick up while students are at the building → Oriented the students back into their learning environment → Ensured students had every resource needed i.e. new chargers, more paper, pencils → Planned engaging activities to help celebrate being back at school → Continued with MTSS meetings → Expanded counseling opportunities for all students. 	
Summer 2021	<p>One of our Forrester Schools has a Healthy Eagles Program. The program consists of staff meeting weekly with students and discussing a variety of topics which assist students in learning and processing issues. We will incorporate this program at Orchard Park next school year. In addition, we are launching a revised MTSS structure. We are investigating the training and implementation of Responsive Classroom and Executive Functioning.</p>	

Learning Recovery & Extended Learning Plan

2021-2022	We will train our staff on the revised MTSS system and utilize it. If we move forward with Executive Functioning and/or Responsive Classroom, we will provide professional learning and support to staff. We will also review and discuss how to incorporate more deliberate work around SEL standards and learning.	
2022-2023	We will evaluate our plan throughout the 21-22 school year and make necessary adjustments for the 22-23 school year.	



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



Learning Recovery & Extended Learning Plan

<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 achievement data until after the end of the school year and may need to identify assessment opportunities) ● 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 be reinstated in the summer or next school year? (Districts are encouraged to consider this question for student populations-- Students with Disabilities, English Language Learners, Gifted Students) ● Access to key opportunities (e.g., advanced mathematics, physics, higher education, intervention services) 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 learn that they've learned it? How do we intervene for those students who have not learned it? How do we provide 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; 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 programs) ● 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 parents can have their student participate in and benefit from? ● What happens with students who do become proficient? ● Triage plans for Seniors/Credit Recovery Options for HS ● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. ● Student Success Plans ● Personalized learning opportunities ● Clear instructional plans have been created with prioritized standards ● Clear instructional plans have been communicated with staff, parents, and other stakeholders ● Cross grade-level communication ● Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc. ● Who, When, How... Cohorts, Family PODs, Layout, and Delivery ● How do we ensure at-risk students are taking advantage of the opportunities? ● How can disengaged students be reengaged? ● How can ESC Family and Community Partnership Liaisons support this work with vulnerable populations including but not limited to disengaged students?

Learning Recovery & Extended Learning Plan

	<ul style="list-style-type: none"> What steps will be taken to remove/overcome barriers that may be associated with the “Gap” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to
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, gra 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 Needs	<p>How will social and emotional needs be addressed?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> MTSS processes Alignment to existing Wellness Plans Alignment to existing Student Success Plans Triage plans Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners.

Learning Recovery & Extended Learning Plan

	<ul style="list-style-type: none">• Comprehensive Support for Students - screen for social and medical services (work with community agencies), identify students who need instructional support (mentors, tutors, peer support, etc.)
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

Learning Recovery & Extended Learning Plan

PROFESSIONAL LEARNING NEEDS

Professional Learning	<p>What professional development activities will be needed/offered to your school district's teachers and partners to support learning recovery?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none">● Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners.● How will teachers, stakeholders, and others be brought into the planning and professional learning process?● If schools are looking to partners to support learning recovery, how will efforts be coordinated?● How will tutors or others be trained?● What school staff/ESC/SST staff can support training community partners?● Alignment to the Ohio Improvement Process and One Needs Assessment● What social and emotional PD will help teachers address wellness needs of students and staff recovering from added pandemic stressors? (Consider alignment to Student Wellness and Success Plans)
Resource Link(s):	<p>Professional Learning Supports Mental Health Resources ESC Customized Support</p>