



# Learning Recovery & Extended Learning Plan

District Name:	Reynoldsburg City Schools
District Address:	7244 East Main Street, Reynoldsburg, OH 43068
District Contact:	Dr. Jocelyn Cosgrave
District IRN:	047001

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)

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



# Learning Recovery & Extended Learning Plan

## 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.)             <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>State and end-of-year benchmark assessments will be administered to measure achievement and growth around the grade-level content standards and skills. This data will be used to determine gaps and skill deficits in learning and then used for our academic plan for spring tutoring, summer school, as well as for the upcoming school year. Reynoldsburg City Schools has developed a partnership with Engage Ohio through the Graduation Alliance. This partnership helps to provide mentoring and support to help engage students during this time.</p>	
<b>Summer 2021</b>	<p>Based on recent data, students entering grades 3-12 will be invited to attend summer school. This learning experience is intended to fill gaps that may be present due to the pandemic. Community partners will provide additional learning experiences for students who participate in summer school.</p> <p>The district Curriculum Support Team will create common performance assessments (grades K-12) designed to engage students in deeper learning experiences that will measure achievement of grade level content standards and our district Portrait of a Graduate Competencies.</p> <p>A summer camp focusing on the arts will be available for students in grades K-12. This month-long experience will be provided with support from community partners, local experts in the art field, and BalletMet. Through this program, students will have the opportunity to experience different elements of the arts, helping to address the needs of the whole child.</p>	
<b>2021 - 2022</b>	<p>A universal screener 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.</p> <p>Additional assessments will be administered throughout the year across the levels to determine growth and mastery of standards across the content areas.</p>	



# Learning Recovery & Extended Learning Plan

	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 some students may not be meeting grade level expectations.	
<b>2022 - 2023</b>	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

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>	
<b>Considerations:</b>		<b>Budget</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>Spring 2021</b>	<p>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.</p> <p>Students are being offered extensions to grading periods in an effort to complete work that may have been missed due to the pandemic. Many local assessments were made optional, and midterms and finals are optional and/or not weighted. Teachers are continuing to assess mastery, but are making adjustments for students, as needed.</p> <p>Local Board Policy includes guidelines for promotion, which are being followed in grades K-12.</p> <p>The Center for Deeper Learning has been working to integrate high impact, learner-centered, culturally responsive teaching practices and content, while incorporating antiracism into district resources.</p> <p>Through this work, a partnership with Dr. Hassan Jeffries, an associate professor of History who teaches courses on the Civil Rights and the Black Power Movement at</p>	



# Learning Recovery & Extended Learning Plan

	<p>The Ohio State University, has been established to assist in reimagining our social studies curriculum, creating more equitable and inclusive experiences for our students.</p> <p>The district is also in the initial stages of a partnership with Nationwide corporate headquarters to engage African American female students with African American female professionals.</p>	
<b>Summer 2021</b>	<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.</p> <p>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>	
<b>2021 - 2022</b>	<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, workshop model, differentiated independent work, etc.) Consideration will be given to thoughtful grouping of students &amp; 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.</p> <p>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>	
<b>2022 - 2023</b>	<p>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.</p>	



# Learning Recovery & Extended Learning Plan

## PROFESSIONAL LEARNING NEEDS

<b>Professional Learning</b>	<p>Teachers &amp; staff will engage in professional development on the MTSS process, including intervention tiers and what these look like in the general education classroom. Building MTSS leads will be provided with additional, in-depth, professional development to support buildings in the MTSS process.</p> <p>Professional development and coach support will be provided for all new instructional resources that the district will be using across the tiers. Coach support will be offered to all teachers and support staff, with a focus on delivering tier 2, skill-specific interventions in the classroom environment.</p> <p>Ongoing professional development will be provided for the implementation of our current frameworks and instructional resources.</p> <p>Administrators and teachers are currently participating in a districtwide book study of <i>Stamped</i> by Jason Reynolds and Ibram X. Kendi. This book has given our district a platform to begin critical conversations about anti-racism and how we can ensure that our students are learning an accurate representation of history.</p> <p>Initial and ongoing professional development will be provided to all teachers, beginning the 2021-22 school year, to support teachers in implementing culturally responsive teaching practices and content.</p>
------------------------------	---

## 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>- <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, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>	<b>Budget</b>
<b>Spring 2021</b>	<p>Students will participate in a universal screener 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>Ongoing partnerships with Nationwide Children's Hospital, Southeast and Mount Carmel Health. The partnerships allow for support of student SEL needs as well as staff professional development.</p>	
<b>Summer 2021</b>	<p>District teams will review universal screening data to ensure the expansion and/or creation of appropriate student programming that will effectively support student SEL needs.</p> <p>Clinicians from our partner organizations will reflect on services provided to students during the 2020-2021 school year. Incorporating the reflection data, as well as needs identified through the universal screener, the clinicians will adjust programming to maximize student services.</p>	



# Learning Recovery & Extended Learning Plan

<p><b>2021 - 2022</b></p>	<p>Student wellness and success plans will be updated to include additional support services opportunities.</p> <p>MTSS committee will revise the process through the lens of equity and full integration of SEL.</p> <p>Partners will continue the collaboration to meet the comprehensive student social-emotional needs.</p>	
<p><b>2022 - 2023</b></p>	<p>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.</p>	

## Approaches to Address Social and Emotional Need

<p><b>Approaches &amp; Removing/Overcoming Barriers</b></p>	<p><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></p>	
<p><b>Considerations:</b></p> <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>		<p><b>Budget</b></p>
<p><b>Spring 2021</b></p>	<p>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.</p>	
<p><b>Summer 2021</b></p>	<p>The district will work to identify community supports for student mentoring and tutors.</p> <p>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.</p>	
<p><b>2021 - 2022</b></p>	<p>The current partnership with Nationwide Children's Hospital includes in-house mental health clinicians at each grade band, immunization clinics, athletic training, and a primary care clinic on our Livingston Campus. The partnership will expand to include a Dental clinic.</p> <p>At the beginning of each semester, the universal screener will be administered. The data will be used to update SEL programming.</p>	
<p><b>2022 - 2023</b></p>	<p>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</p>	



# Learning Recovery & Extended Learning Plan

	SEL support.	
--	--------------	--