

# Learning Recovery & Extended Learning Plan



District Name:	Cambridge City School District
District Address:	518 S. 8th Street Cambridge, Ohio 43725
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District IRN:	043695

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](mailto:ExtendedLearning@education.ohio.gov)

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



## 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>Resources: Diagnostic Assessments K-12 Pre and Mid Data iReady K-6 and MAP 7-12) K-5 The district will use diagnostic assessment data (iReady) and/or attendance data to identify vulnerable students. 6-12 The use of diagnostic assessments will provide data to determine the learning progression of all students. 6th grade will be given the iReady assessments and 7-12 will use the MAP assessments. The implementation of the MTSS will aid in the process to provide interventions and strategies for struggling students to make academic progress.Attendance data and student engagement will support the identification efforts for vulnerable students.</p>	
<b>Summer 2021</b>	<p>K-5 The district will use diagnostic assessment data (iReady), results on state assessments, and/or attendance data to identify vulnerable students. 6-12 Students will be identified through the use of the district diagnostic assessments( iReady for 6th grade, MAP assessments 7-12), course recovery needs, course recommendations from teaching staff based on the MTSS process. Students that were taught remotely full time throughout the school year and students with attendance issues will be encouraged to</p>	

All areas below will be funded through one or more of the following funds:  
ESSR Funds I or II  
Title I  
21st CCLC  
General Fund

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	participate in a unique summer program.	
<b>2021 - 2022</b>	<p>Resources: Diagnostic Assessments K-12 Pre Data (i-Ready K-6 and MAP 7-12) K-5 The district will use diagnostic assessment data (iReady), results of state testing, universal screeners, benchmark data, and/or attendance data to identify vulnerable students.</p> <p>6-12 The use of diagnostic assessments will provide data to determine the learning progression of all students. 6th grade will be given the iReady assessments and 7-12 will use the MAP assessments. The implementation of the MTSS will aid in the process to provide interventions and strategies for struggling students to make academic progress. Attendance data and student engagement will support the identification efforts for vulnerable students.</p>	
<b>2022 - 2023</b>	To Be Determined based on 2021-2022 Data	



## Approaches to Address Academic Gap Filling

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

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<ul style="list-style-type: none"> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- <i>What do students need to know?</i></li> <li>- <i>How do we know if they've learned it?</i></li> <li>- <i>How do we intervene for those students who have not learned it?</i></li> <li>- <i>How do extend other opportunities for those who have learned it?</i></li> </ul> </li> </ul>		
<p><b>Spring 2021</b></p>	<p>Provide face to face and online learning programs that align to the needs of our students to increase academic improvement and gap closure.</p> <p>K-12</p> <p>Students identified as at-risk will be referred to MTSS. In the MTSS process teams will determine researched based interventions to support student growth and gap closure. Include the use of Tutors to help individual or small groups of students to help support their academic needs in a more personal setting. A barrier to this support is the availability of teachers to provide tutoring before or after school for these students as well as transportation for these students during out of school hours.</p>	
<p><b>Summer 2021</b></p>	<p>Removal of Barriers: Provide transportation for all students Transportation will be provided throughout the summer months for all students to access a variety of educational opportunities that will be provided by the district. Provide additional incentives to entice teachers and staff to work the summer program after a very unusual and tiring school year.</p> <p>K-12</p> <p>Based on the data from spring assessments (iReady, diagnostics, etc).students will be invited to attend summer programs, 21st CCLC summer CATS Camp and/or Jump Start Cats Camp, provided by the district. In addition, all students will be extended an invitation to summer programs. The diagnostic data will be used to identify areas strength and growth for students attending summer programs. Failing grades, the MTSS process and course recovery are all factors for those students needing an extended learning plan. Lessons, strategies, and technology will be used to guide and create instruction based on students' needs either for intervention or enrichment. Remote options may be available. iReady and MAP assessments will be used to progress monitor student growth. Our online intervention programs for grades K-12 will be implemented for more individualized instruction to be used as a supplement to small group instruction. These programs include Exact Path, iReady, Moby Max, IXL and Edmentum. (program availability is based on grade level)</p> <p>High school and middle school students will have the opportunity for credit recovery through the use of the Edmentum online program. We are building a summer program to provide options to our students based on learning preference along with teacher supports.</p>	
<p><b>2021 - 2022</b></p>	<p>K-5 Additional resources will be purchased for reading instruction with a focus on phonics, word study and intervention.</p> <p>K-12 Based on the data collected, students identified as at-risk will be referred to MTSS. In the MTSS process teams will determine researched based</p>	

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	<p>interventions to support student growth and gap closure. Using diagnostic data from iReady or other assessment data the district will provide a tutoring program to focus on the needs of vulnerable students. The tutoring will be available to all students. In addition, students will be invited to participate in the 21stCCLC After School Program, which runs from October through April. The Exact Path program is an individualized online program based on the needs of each student aligning to the MAP Assessment that all students are given at the beginning of the year. (Grades 7-12)The iReady assessment identifies the needs of each child K-6 for reading and math. iReady has an online program aligning the needs of each individual student to strategic lessons to build skills for academic progression.</p>	
<p><b>2022 - 2023</b></p>	<p>To Be Determined based on 2021-2022 Data</p>	

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## Approaches to Identify Social & Emotional Needs

<b>Impacted Students:</b>	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>
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<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, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>	

<b>Spring 2021</b>	<p><b>K-5</b> Social emotional needs of all students will be addressed in grade K-2, through a weekly SELF (Social Emotional Learning with Friends) class. In grades K-5, students who may need social emotional support may be referred by parents, teachers, or others to the school counselor. Multi-tiered system of support can be utilized to determine intervention strategies to support students' social emotional health. Some social emotional supports that are provided in the primary and intermediate buildings (K-5) are: the Time and Care Room, behavior specialists, school counselors, and a school wide counseling program.</p> <p><b>6-12</b> The middle school and high school have several supports currently in place to help identify students that have been impacted both socially and emotionally by the pandemic. Through the implementation of several community support agencies, special interest groups, small groups, one on one counseling, our Student Support Specialists and counselors provide guidance to these students and connect them with the specific group or agency to address their needs and concerns.</p>	
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<b>Summer 2021</b>	<p><b>K-5</b> Social emotional lessons will be built into the daily activities by utilizing the Second Step Program. Students will have the opportunity to participate in high interest activities.</p> <p><b>6-12</b> Provide opportunities with our district Partnership with MVHC, AllWell, Open Arms, Cedar Ridge counseling, and Juvenile Court support programs to help provide all social &amp; emotional needs of our students. The summer program will include wrap around services from within the community to continue the programs that were implemented throughout the school year to provide ongoing education and support for the students needing this service.</p>	
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<b>2021 - 2022</b>	<p><b>K-5</b> Social emotional needs of all students will be addressed in grade K-2, through a weekly SELF (Social Emotional Learning with Friends) class.</p>	
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	<p>In grades K-5, students who may need social emotional support may be referred by parents, teachers, or others to the school counselor. Multi-tiered system of support can be utilized to determine intervention strategies to support students' social emotional health. Some social emotional supports provided in the primary and intermediate building are: the Time and Care Room, behavior specialists, and school counselors.</p> <p>6-12</p> <p>The middle school and high school have several supports currently in place to help identify students that have been impacted both socially and emotionally by the pandemic. Through the implementation of several community support agencies, special groups of interest, small groups and one on one counseling, Student Support Specialists and counselors all provide help in these areas.</p>	
<p><b>2022 - 2023</b></p>	<p>To Be Determined based on 2021-2022 Data</p>	

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## Approaches to Address Social and Emotional Need

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>
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### 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

**K-5**  
Multi-tiered system of support can be utilized to determine intervention strategies to support students' social emotional health. Some social emotional supports provided in the primary and intermediate building are: the Time and Care Room, behavior specialists, school counselors and school wide counseling program.

**6-12**  
The existing resources that are implemented in our middle school and high school are building a strong foundation through the ongoing communication between our Student Support Specialists and our community partners. The programs available for our students are ongoing by increasing services based on our students' needs. These needs cover teen pregnancy groups, family therapy, Life Skills, behavior therapy, students struggling with anxiety, autism skills groups, study groups and social emotional issues. Both buildings have the MTSS established and implemented to help identify intervention supports for students.  
Students have been introduced to a Google form provided by the Student Support Specialist and School Counselor to privately request a meeting with them for support or to share information. These messages are private and only seen and received by these 2 individuals. They receive an instant notification of the request and follow up immediately with the student.  
Transportation will be in place for our students to receive services at MVHC upon parental consent.

### Summer 2021

**K-5**  
Social emotional lessons will be built into the daily activities by utilizing the Second Step Program. Students will have the opportunity to participate in high interest activities.

**6-12**  
Teacher, Student Support Specialist, Teacher referrals input into the Google forms for student referrals.  
Ongoing small groups and one on one meetings from throughout the school year will continue with our community agencies.



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	Transportation will be provided for all of our students to be able to participate in the summer program to be able to access these ongoing sessions to help support their social and emotional needs.	
<b>2021-2022</b>	<p>K-5 Multi-tiered system of support can be utilized to determine intervention strategies to support students' social emotional health. Some social emotional supports provided in the primary and intermediate buildings (K-5) are: the Time and Care Room, behavior specialists, school counselors and school wide counseling program.</p> <p>6-12 The existing resources that are implemented in our middle school and high school are building a strong foundation through the ongoing communication between our Student Support Specialists and our community partners. The programs available for our students are ongoing by increasing services based on our students' needs. These needs cover teen pregnancy groups, family therapy, Life Skills, behavior therapy, students struggling with anxiety, autism skills groups, study groups and social emotional issues. Both buildings have the MTSS established and implemented to help identify intervention supports for students.</p> <p>Students have been introduced to a Google form provided by the Student Support Specialist and School Counselor to privately request a meeting with them for support or to share information. These messages are private and only seen and received by these 2 individuals. They receive an instant notification of the request and follow up immediately with the student.</p> <p>Transportation will be in place for our students to receive services at MVHC upon parental consent.</p>	
<b>2022-2023</b>	To Be Determined based on 2021-2022 Data	

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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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<b>Determining Academic Needs</b>	<p><b>How will instructional needs be determined?</b></p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>● 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.)</li><li>● How will districts determine impacted/vulnerable populations?</li><li>● How will districts/schools combat barriers for disengaged students?</li><li>● 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.)</li><li>● Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic.</li><li>● Attainment (e.g., high school diploma, college degree, employment)</li><li>● What essential elements of determining instructional needs are already in place?</li><li>● District MTSS Process and Universal Screeners</li><li>● 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?</li><li>● Gap Analysis for ELA, Math, Science, and Social Studies</li><li>● Prioritize Literacy and Math</li><li>● Prioritized Standards</li><li>● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.</li><li>● 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?)</li></ul>
<b>Filling Academic Gaps</b>	<p><b>How will academic gaps be filled?</b></p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"><li>● Existing processes and supports</li><li>● Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.)</li><li>● MTSS processes</li><li>● Effective district-wide/school-wide leadership teams focusing on achievement gaps</li><li>● Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs?</li><li>● 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?</li><li>● What happens with students who do become proficient?</li><li>● Triage plans for Seniors/Credit Recovery Options for HS</li><li>● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.</li><li>● Student Success Plans</li><li>● Personalized learning opportunities</li><li>● Clear instructional plans have been created with prioritized standards</li><li>● Clear instructional plans have been communicated with staff, parents, and other stakeholders</li><li>● Cross grade-level communication</li></ul>

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	<ul style="list-style-type: none"> <li>• Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc.</li> <li>• Who, When, How...Cohorts, Family PODs, Layout, and Delivery</li> <li>• How do we ensure at-risk students are taking advantage of the opportunities?</li> <li>• How can disengaged students be reengaged?</li> <li>• How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students?</li> <li>• 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.)?</li> </ul>
<b>Determine Competency</b>	<p>What method(s) will be used to <b>determine competency</b> for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement)</li> <li>• Develop and communicate a plan for promoting students vs. retention</li> <li>• Consider equity of practices, long-term consequences, social/emotional factors</li> </ul>
<b>Resource Link(s):</b>	<p><a href="#">What Works Clearinghouse</a>  <a href="#">Priority Math, Reading and Writing Standards</a>  <a href="#">Determination of Student Educational Needs</a>  <a href="#">Exceptional and At-Risk Youth</a>  <a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a>  <a href="#">Teacher Level Educational Considerations and Planning</a>  <a href="#">Non-Building Based Learning Opportunities</a>  <a href="#">Ohio Improvement Process</a></p>

## SOCIAL & EMOTIONAL NEEDS

<b>Determining Social Emotional Needs</b>	<p>How will <b>social and emotional needs</b> be <b>determined</b>?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• District MTSS Process and SEL Screeners</li> <li>• Student Wellness and Success Plans</li> <li>• 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.</li> <li>• How can ESC Family and Community Partnership Liaisons support in this area?</li> <li>• Are there prevention services/opportunities available through ADAMS and ESCs?</li> </ul>
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<p><b>Addressing Social and Emotional Needs</b></p>	<p>How will <b>social and emotional needs</b> be addressed?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>• MTSS processes</li> <li>• Alignment to existing Wellness Plans</li> <li>• Alignment to existing Student Success Plans</li> <li>• Triage plans</li> <li>• 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.</li> <li>• 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.)</li> </ul>
<p><b>Resource Link(s):</b></p>	<p><a href="#">Panorama Equity Guide to Student Learning Loss</a>  <a href="#">CASEL Online SEL Assessment Guide</a>  <a href="#">Ohio's K-12 Social &amp; Emotional Learning Standards</a>  <a href="#">INFOhio's Educator Tools Curriculum Library</a> (filter for "Social Emotional Learning" under Subject)  <a href="#">Ohio's Whole Child Framework</a></p>

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## PROFESSIONAL LEARNING NEEDS

<p><b>Professional Learning</b></p>	<p>What <b>professional development</b> 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"> <li>• Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners.</li> <li>• How will teachers, stakeholders, and others be brought into the planning and professional learning process?</li> <li>• If schools are looking to partners to support learning recovery, how will efforts be coordinated?</li> <li>• How will tutors or others be trained?</li> <li>• What school staff/ESC/SST staff can support training community partners?</li> <li>• Alignment to the Ohio Improvement Process and One Needs Assessment</li> <li>• 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)</li> </ul>
<p><b>Resource Link(s):</b></p>	<p><a href="#">Professional Learning Supports</a>  <a href="#">Mental Health Resources</a>            ESC Customized Support</p>