



Learning Recovery & Extended Learning Plan

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| District Name: | Perrysburg Exempted Village Schools |
| District Address: | 140 East Indiana Avenue, Perrysburg, Ohio 43551 |
| District Contact: | Brent Swartzmiller, Executive Director of Teaching & Learning |
| District IRN: | 045583 |

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.

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.

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.

Please note that the following can be found on the Ohio Department of Education website: "Plans typically evolve as more information is known. The April 1 plan should be based on the best information available, but as more information becomes available, and student needs are better understood, plans should be modified. When updated, plans should be shared with the public and posted to the district or school website."

With this in mind, please note the following:

This is a working document. This plan will be reviewed throughout the remainder of the 20-21 year and modified to best meet the needs of Perrysburg students as those needs become apparent.



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Identifying Academic Needs

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| Impacted Students | <ul style="list-style-type: none"> • 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)? |
| Spring 2021 Budget: - | <p>Perrysburg Schools will utilize winter and spring data from our universal screeners (mCLASS DIBELS and STAR Tests) and teacher formative assessments to identify students in grades K-8 with achievement gaps in math and reading areas. Additionally, students in grades K-3 with RIMPs, students receiving literacy intervention services, students with disabilities, and students in Title I reading support will be monitored to determine if instruction and intervention are closing identified learning gaps for students.</p> <p>Perrysburg JH and Perrysburg HS will continue to monitor student progress towards graduation requirements through successful course completion and identify students in need of credit recovery. The faculty will continue to work with students in course selection for the 2021-2022 school year to provide necessary support or rigor to align with student learning needs.</p> <p>With the increase of time devoted to an in-person delivery of instruction, teachers will utilize daily observation of student performance and engagement to identify potential gap areas. They will continue to monitor students as identified through data team work during data, grade-level, and department team meetings. Staff will also use their teacher-created formative and summative assessments as part of this data analysis umbrella. It is also important to note that qualitative observations made by our educators are an important part of identification of intervention for students in addition to the quantitative measures in place.</p> <p>Gap analysis for core subject areas (with a prioritization for literacy and math) within horizontal and vertical grade-level teams will take place. This work will result in the prioritization of our Ohio content standards, specifically highlighting the focus of our work ahead.</p> <p>Administrators will work with classroom teachers to problem solve identified learning challenges for students and assist in selecting teaching strategies to support identified goals. Through this partnership, teachers and administrators will additionally monitor students for learning gaps.</p> <p>Determination of extended-year services for students in special education will take place after careful review of data from individual student assessments to fill in gaps and prevent summer slide. A review of special education needs (IEPs, WEPs, compensatory services, etc.) to determine student academic gaps and needs will take place. Two-way communication between the school(s) and parents will provide additional essential data.</p> <p>School liaisons working with Perrysburg Virtual Academy learners will continue to monitor students' progress and achievement through the NOVA platform. Observations of student growth and challenge will be utilized to develop transition plans for students returning to Perrysburg classrooms in the fall of 2021.</p> <p>Planning within the district's CCIP and One Needs Assessment will reflect the identified academic gaps and needs.</p> |
| Summer 2021 Budget: - | <p>Perrysburg Schools faculty will monitor students' progress in summer school sessions with a focus on students engaged in courses for credit recovery and literacy intervention for students in grades K-3 (with a priority on students on RIMPs).</p> <p>The District will offer targeted intervention services to students who have been identified with a need for recovery services through the IEP process.</p> <p>Administrators and lead teachers will begin to investigate and plan for a new data dashboard. This dashboard will organize student growth and achievement data more efficiently and provide a historical perspective of student work. This tool will facilitate building MTSS teams, teacher teams and individual teachers in their review of student progress and assist them in identifying students with learning gaps.</p> <p>An analysis of spring Ohio State Test results will further identify students needing thoughtful scheduling and</p> |



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| | <p>additional support for returning to school in August.</p> <p>Principals and counselors will work with teams at the next academic level to share observations, data, and plans for students of concern to ensure the thoughtful transition for students from fourth to fifth grade, sixth to seventh grade and eighth to ninth grade.</p> <p>Professional development will be offered to help teachers identify student learning gaps, set personalized goals, and utilize differentiated strategies to support learners.</p> |
| <p>2021-2022</p> <p>Budget: -</p> | <p>Perrysburg faculty, instructional coaches, and leaders will administer and analyze data from multiple sources throughout the school year. Some (but not all) of this data will include:</p> <ol style="list-style-type: none"> 1. KRA for kindergarten students 2. K-3 Third Grade Reading Guarantee diagnostic assessment 3. mCLASS DIBELS in reading and math to students in grades K-2 4. STAR Tests in reading and math screeners to students in grades K-8 5. PSAT to students in grades 9-11 6. SAT 7. Common assessments 8. Teacher formative assessments 9. State Assessments/End of Course Exams, including OELPS/OELPA 10. AP tests 11. Cognitive Abilities Tests 12. Iowa Tests 13. SEL surveys for grades 3-12 14. Attendance data 15. Discipline data 16. Jacket Way data <p>This data will be analyzed collaboratively to identify students with learning needs or gaps. Additionally, teachers will identify students from daily observations of engagement and performance.</p> <p>Perrysburg faculty will utilize its data management system to observe student progress and achievement over time to identify shifts in progress or concerns.</p> <p>Development of the district's One Plan will lead to focused work in the following areas:</p> <ul style="list-style-type: none"> - A focus on Teacher-Based Teams (TBTs) will continue to be a focus for us, thus providing a vehicle for teachers to collaborate and discuss the learning gaps they are seeing and to strategize how to best address these needs. The importance of the TBT, BLT, DLT connection will enhance our overall abilities to identify individual student and group progress in mastering Ohio's standards. - Development of common assessments and a shared data analysis process will help with instructional pacing and the identification of priority standards. This framework will allow teacher teams to more effectively identify student needs. - The district's MTSS will be reviewed and result in clearer protocols and expectations important for identifying the work ahead based on the needs of Perrysburg students. <p>Work will continue with the development of a common district data dashboard.</p> |
| <p>2022-2023</p> <p>Budget: -</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 instructional support.</p> |



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Approaches to Address Academic Gap Filling

| Approaches & Removing/Overcoming Barriers | <ul style="list-style-type: none"> • 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.)? |
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| <p>Spring 2021</p> <p>Budget: -</p> | <p>As time is being increased for in-person instruction for Perrysburg students, teachers will formally and informally assess students to identify individual student goals and needs in literacy and math. Teachers will support students with gaps through the implementation of high-impact instructional strategies.</p> <p>Literacy specialists and intervention teachers will work with elementary students most at-risk with literacy gaps and provide Tier 2 supports to supplement classroom instruction. This support will occur in small group settings and will provide additional intensive literacy instruction to identified students.</p> <p>Middle and high school students will access additional instructional support through study halls, academic option periods and teacher office hours beyond the daily support within classrooms.</p> <p>Teachers will provide intervention to address students' specific learning gaps. They will monitor student progress, achievement, and daily engagement through various data sources and will intentionally select high-impact researched strategies to address student needs. The impact of implemented interventions will be reviewed to determine the necessity of a new or modified intervention.</p> <p>Student learning plans, graduation plans, and RIMP plans will be revised as student progress is demonstrated or found to be challenged. Faculty will work to communicate progress with families and engage parents and guardians as partners in problem-solving.</p> <p>Online intervention programs and/or virtual tutoring sessions will be implemented with Perrysburg Virtual Academy learners identified for extra support.</p> <p>High school students with academic concerns will be invited to participate in summer credit recovery courses and identified elementary students will be invited to participate in summer literacy support. Summer plans will be shared with families.</p> <p>Planning within the district's CCIP and One Needs Assessment will reflect the approaches needed to fill the academic gaps and needs of our students.</p> <p>The district will review research to best determine the most effective method of providing intervention for students. Options may include summer school, before- or after-school tutoring, online intervention programs or a combination of these supports.</p> |
| <p>Summer 2021</p> <p>Budget: -</p> | <p>Perrysburg Schools is in the process of preparing our summer learning options. K-3 students with literacy challenges will have the opportunity to participate in summer support and identified high school students who will participate in selected credit recovery with courses delivered primarily online..</p> <p>Online intervention programs and/or virtual tutoring sessions may be offered to students preferring this delivery model.</p> <p>The district will continue to prepare plans for re-enrolling or welcoming back students that were remote learners during the 2020-2021 year.</p> <p>The district will promote summer reading activities offered by Way Public Library.</p> <p>Perrysburg Schools will provide professional development (if necessary), via partnerships with educational partners to support the implementation of extended learning opportunities for all students exhibiting academic gaps.</p> |



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| | <p>Staffing may need to be reviewed for 21-22 in an effort to meet the needs of all students exhibiting academic gaps.</p> <p>Perrysburg Schools will begin to examine the future of summer programming to be more extensive and include:</p> <ul style="list-style-type: none"> - Additional time to learn and master critical skills and standards taught within the school year - Extend learning through flexible project-based or collaborative learning experiences that stretch learning - Offer opportunities for connectivity to school for social and emotional wellness |
| <p>2021-2022</p> <p>Budget:</p> <p>-</p> | <p>Perrysburg Schools will utilize assessment data to develop personalized learning goals for students to address gap areas. Collaborative teams such as departments, K-3 teachers, RTI/MTSS, etc. will work to develop plans (RIMPs, graduation, attendance, intervention, 504s, IEPs) that define specific goals, intended interventions to address concerns, and progress monitoring tools and practices to assess impact of identified interventions. School and district leaders and department lead teachers will facilitate data team conversations with clear review cycles and analysis practices.</p> <p>Classroom teachers will provide enrichment, intervention and support to students based on 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 and creative use of staff.</p> <p>Teachers will provide intervention to address students' specific learning gaps. They will monitor student progress, achievement, and daily engagement through various data sources and will intentionally select high-impact researched strategies to address student needs. The impact of implemented interventions will be reviewed to determine the necessity of a new or modified intervention.</p> <p>Development of the district's One Plan will lead to focused work in the following areas:</p> <ul style="list-style-type: none"> - Teacher-Based Teams (TBTs) will continue to be a focus for us, thus providing a vehicle for teachers to collaborate and discuss the learning gaps they are seeing and to strategize how to best address these needs. The importance of the TBT, BLT, DLT connection will enhance our overall understanding of Ohio's standards, thereby strengthening the overall quality of instruction for Perrysburg students. - Development of common assessments and a shared data analysis process will help with instructional pacing and the identification of priority standards. This framework will allow teacher teams to collaborate and identify the best strategies for delivering quality instruction. - The district's MTSS will be reviewed and result in clearer protocols and expectations important for identifying the work ahead based on the needs of Perrysburg students. Furthermore, it will allow teachers to implement instruction with focus. 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>Literacy specialists and intervention teachers will work with elementary students most at-risk with literacy gaps and provide Tier 2 supports to supplement classroom instruction. This support will occur in small group settings and will provide additional intensive literacy instruction to identified students.</p> <p>Instructional resources will be provided for tiered support. At-risk students will be progress monitored on a bi-monthly, 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>Middle and high school students will access additional instructional support through study halls, academic option periods and teacher office hours beyond the daily support within classrooms.</p> <p>An extensive before- and/or after-school tutoring program will be developed at each school.</p> <p>Online intervention resources will be implemented and evaluated for effectiveness. The desire is to select the resource best fitting our clientele and then become more nuanced in utilizing the tool(s) across the district.</p> |



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| | <p>Students on IEPs and 504s will be supported by special education staff and school counselors to address their specialized learning goals.</p> <p>Teachers will engage in professional learning experiences that provide them with differentiation strategies to address various identified learning gaps. Professional learning will occur through staff meetings, district professional learning days, and participation on curriculum committees.</p> <p>Parents will be engaged as partners in goal setting and progress monitoring of student progress towards closing gaps. Plans will be communicated and updated for parents and progress will be available for parents' review.</p> <p>Work will continue with the development of more extensive summer programming for Perrysburg students.</p> |
| <p>2022-2023</p> <p>Budget:</p> <p>-</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 instructional support.</p> |



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Approaches to Identify Social & Emotional Needs

| Impacted Students | <ul style="list-style-type: none"> 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)? |
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| <p>Spring 2021</p> <p>Budget: -</p> | <p>Perrysburg Schools will work to identify and address social and emotional needs for all of our students (with a focus on our most vulnerable populations). Ohio's Whole Child Framework, the district wellness policy, and student success and wellness planning will provide guidance for this process.</p> <p>Perrysburg Schools has existing community partnerships and will look to add other partnerships as needed.</p> <p>District MTSS, <i>Jacket Way</i> programming, student success plans, and graduation plans provide systems to identify social and emotional needs within the student population. Two-way communication between the school(s) and parents will provide valuable information related to identifying student needs.</p> <p>Perrysburg students in grades 3-12 will be administered SEL surveys. Results will be analyzed by school staff to identify students' sense of belonging, self-management, and grit to determine the social and emotional needs of students.</p> <p>Perrysburg Virtual Academy school liaisons will review the data and work with school counselors to identify supports for students participating in this online learning experience.</p> <p>Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns. School RTI/MTSS teams will continue to review the mental health concerns identified by students, families, and their teachers. Principals and counselors will continue to reach out through wellness calls to families to discuss student engagement, social emotional wellness, and mental health concerns. Through this partnership, school teams will identify needed family supports.</p> |
| <p>Summer 2021</p> <p>Budget: -</p> | <p>While using Ohio's Whole Child Framework, district wellness policy and student wellness and success plan for guidance, the district will renew/strengthen/develop needed community partnerships. Professional development may be implemented and implemented as needed to support staff in identifying the social and emotional needs of all students (with a focus on the most vulnerable populations).</p> <p>Two-way communication will continue between the school(s) and parents to identify the social and emotional needs of our students.</p> |
| <p>2021-2022</p> <p>Budget: -</p> | <p>Perrysburg students in grades 3-12 will be administered SEL surveys in the fall and spring. Results will be analyzed to identify students' sense of belonging, self-management, and grit to determine the social and emotional needs of students.</p> <p>Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns.</p> <p>School MTSS teams will continue to review the mental health concerns identified by students, families, and their teachers.</p> <p>Principals and counselors will continue to reach out through wellness calls to families to discuss student engagement, social emotional wellness, and mental health concerns. Through this partnership, school teams will identify needed family supports. School personnel will intentionally engage with students to identify students in need of extended support through the summer months.</p> |
| <p>2022-2023</p> <p>Budget: -</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 instructional support.</p> |



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Approaches to Address Social and Emotional Need

| Approaches & Removing/Overcoming Barriers | <ul style="list-style-type: none"> • 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.)? |
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| <p>Spring 2021</p> <p>Budget: -</p> | <p>As time is being increased for in-person instruction for Perrysburg students, teachers will engage students in culture building experiences to create student connection, foster a sense of belonging, and in promotion of social emotional skills.</p> <p>The self-management skills of K-3 students will be monitored. Students demonstrating challenges with self-regulation will be supported with strategies by teachers and school counselors.</p> <p>Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns.</p> <p>School and district leaders, counselors, and teachers will review the spring SEL survey data for students in grades 3-12. This data will identify students' sense of belonging and the professional development needs of staff. Staff will then connect to interventions as needed.</p> <p>Perrysburg faculty and staff will identify student supports, personal and collective goals, and needed professional development for staff. Plans will continue to be developed for students demonstrating social emotional challenges or mental health concerns. Counselors will support goal setting, student interventions, and professional learning for staff.</p> <p>Parents will be engaged as partners in this work to provide additional perspective about areas of concern.</p> <p>Staff will continue to make wellness calls to families that have indicated a need for additional support in the past and to families of students who present new areas of concern. These conversations allow for monitoring of support efforts and enable staff to plan for additional supports as needed.</p> <p>Teams will meet to develop thoughtful transition plans to support students' vertical progression among grade bands, specifically from grade 4 to 5, 6 to 7, and grade 8 to 9. This will include schoolwide plans to support all students in a grade band along with individual plans for students with special needs.</p> <p>Student success plans will be developed for struggling students that include SEL components.</p> |
| <p>Summer 2021</p> <p>Budget: -</p> | <p>Students demonstrating challenges with self-regulation will be supported with additional goals and strategies by teachers and school counselors.</p> <p>The district will promote summer activities offered by Perrysburg Rec.</p> <p>Long-term improvement planning will take place for district <i>Jacket Way</i> initiatives.</p> <p>The district will work to identify community supports for student mentoring and tutors. 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> |



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| <p>2021-2022</p> <p>Budget: -</p> | <p>As students transition to a new classroom, level, and school, teachers will engage them in culture building experiences to create student connection, foster a sense of belonging, and in promotion of social emotional skills.</p> <p>Self-management strategies will be shared with K-3 students and their self-regulation will be monitored.</p> <p>Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns.</p> <p>School and district leaders, counselors, and teachers will review the spring SEL survey data for students in grades 3-12. This data will identify students' sense of belonging and the professional development needs of staff. Staff will then connect to interventions as needed.</p> <p>Perrysburg faculty and staff will identify student supports, personal and collective goals, and needed professional development for staff. Plans will continue to be developed for students demonstrating social emotional challenges or mental health concerns. Counselors will support goal setting, student interventions, and professional learning for staff.</p> <p>Parents will be engaged as partners in this work to provide additional perspective about areas of concern.</p> <p>Staff will continue to make wellness calls to families that have indicated a need for additional support in the past and to families of students who present new areas of concern. These conversations allow for monitoring of support efforts and enable staff to plan for additional supports as needed.</p> <p>Teams will meet to develop thoughtful transition plans to support students' vertical progression among grade bands, specifically from grade 4 to 5, 6 to 7, and grade 8 to 9. This will include schoolwide plans to support all students in a grade band along with individual plans for students with special needs.</p> <p>Student success plans will be developed for struggling students that include SEL components.</p> |
| <p>2022-2023</p> <p>Budget: -</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 instructional support.</p> |