

Learning Recovery & Extended Learning Plan



District Name:	Franklin City Schools
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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

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template for guiding questions and resources.

Questions, comments and concerns can be emailed to: ExtendedLearning@education.ohio.gov

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

Identifying Academic Needs		
Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
Considerations:	<ul style="list-style-type: none"> - Resources (Existing and Needed) - Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) <ul style="list-style-type: none"> - Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust) - Core Questions to Consider: <ul style="list-style-type: none"> - What do students need to know? - How do we know if they've learned it? - How do we intervene for those students who have not learned it? - How do extend other opportunities for those who have learned it? 	Budget
Spring 2021	<p>Franklin City Schools has delivered instruction face to face all year while providing a remote option for parents of students in grades K-12. An average of 13% of our students have learned remotely during 2020-21. Our distance learning plan consists of a digital learning platform along with daily classes in each core area provided by Franklin employees dedicated only to remote learning. Of those learning remotely, an average of 10% in grades K-8 are failing their current grade as compared to 5% of our face to face learners in grades K-8. 13% of our face to face learners in grades 9-12 are currently failing their grade level. As a district the annual number of students retained in a grade is typically between 2% and 5%.</p> <p>Our latest benchmark assessment indicates that 47% of our students in grades K-11 score low to low average in mathematics and 38% of our students score low to low average in reading as measured by NWEA MAP.</p> <p>Using the One Needs Assessment through the District Leadership Team (Cohort 1) we review data and determine focus areas to send to the One Needs Plan. As a District Leadership Team, we identify specific goals in which to focus for the upcoming school year.</p>	
		Collating current data = \$0

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<p>Summer 2021</p>	<p>The LEA professional development team will seek out and will confirm all professional development sessions. Professional development will be planned based on teacher input and data that indicates areas of needed instructional improvement, (i.e. Literacy) and the Trauma Informed Classroom.</p> <p>Plan the modification district expectations in terms of RTI.</p> <p>Select and adopt a universal progress monitoring tool for the district.</p>	<p>Planning = \$0</p>
<p>2021 - 2022</p>	<p>Continue to use data (NWEA MAP, Ohio State Tests, progress monitoring tools, etc) and through the OIP process, meet quarterly as a DLT to continually monitor our goals and improve in instructional delivery.</p> <p>Hold professional development sessions. High focus on Literacy and reading across the content areas.</p> <p>Continue our positive work in the area of personalized learning..</p> <p>Launch district expectations in terms of RTI and monitor the process. Monitor the MTSS process in academics and PBIS.</p> <p>May/June 2022 - Review, reflect, revise, and plan using data collected from 2021-22 (See summer 2021 for examples of data points reviewed)</p>	<p>NWEA MAP = \$35,000 annually</p> <p>Progress Monitoring Tool = \$30,000 annually</p> <p>PD = \$70,000</p> <p>District curriculum review of literacy materials with adoption projected \$350,000</p>
<p>2022 - 2023</p>	<p>Franklin City Schools has chosen the following 3 areas of focus over the next three years (beginning with the One Needs Plan submitted by April 30, 2021):</p> <ol style="list-style-type: none"> 1. Literacy K-12 2. Mathematics 3. PBIS - climate and culture <p>We will review evidence collected during the 2021-22 school year to make adjustments and modifications to our One Needs Plan using the Ohio Improvement Process Model.</p>	<p>NWEA MAP = \$35,000 annually</p> <p>Progress Monitoring Tool = \$30,000 annually</p> <p>PD = \$70,000</p>

Approaches to Address Academic Gap Filling

<p>Approaches & Removing/Overcoming</p>	<p><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></p>
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Barriers		
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>Given that we have delivered face to face instruction all year with RTI strategies embedded in our daily operation, we are developing a comprehensive summer school program for grades K-12 with transportation opportunities. Due to budget constraints our summer school had previously dwindled to meet only those high stakes needs (TGRG and Graduation Requirements). Our English Learner (EL) population has increased by 400% over the last 3 years. We are embedding an EL bootcamp to assist this vulnerable population to allow them to better address their needs and wants in the areas of reading, writing, listening, and speaking. We are planning for ALL learners to be able to access this expanded summer school option with staffing to include intervention specialists and paraprofessionals, as needed.</p> <p>Seek BOE approval of summer school plan.</p>	Planning = \$0
Summer 2021	See summer school plan above. Transportation provided	Estimated \$90,046
2021 - 2022	<p>We have 1 elementary building that is not eligible for Title I services based on free and reduced numbers. We plan to add a certified teacher as a reading tutor effective August 2021 to provide extra support to the core instruction.</p> <p>If the evaluation of the extended summer school proves successful, we will offer summer school as described in the cell "Spring 2021" above.</p>	Estimate for tutor = \$100,000 Estimate of summer school = \$90,046

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2022 - 2023	This will be determined after review of the planned “Approached to Academic Gap Filling” as stated above. This plan will also be developed using data collected during the 2021-22 school year.	Cost = TBD

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Approaches to Identify Social & Emotional Needs

Impacted Students:

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)?

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, OIP, CCIP-related plans, graduation plans, student success plans, etc.)

Budget

Spring 2021

May - administer an online survey platform with tools to aggregate, analyze culture, climate and SEL skills to our students.

Panorama Assessment Tool = \$6900 annually

Summer 2021

Analyze data from the online survey to design a plan to meet the social and emotional needs of our students. This includes being responsive to the data collected from the survey on climate, culture and teacher advocacy.

Review data collected from the current SEL program in place in the district. Formulate next steps. (Program is based on the CASEL model)

Meet with our third party mental health counseling partner to review data on the successes and challenges of the program.

Continue to provide Seamless Summer Lunch

Mental Health Partner = \$0 to the district due to Medicaid and insurance billing

SEL program = \$0 due to grant

Lunch = \$0 due to reimbursements

2021 - 2022

Winter and Spring: Repeat the online survey to monitor the progress of the plans and systems that are in place. Review and revise the district plan as needed.

To continue to provide free, universal breakfast in grades K-6.

Panorama Assessment Tool = \$6900 annually

Breakfast = \$0 due to reimbursements

2022 - 2023

Fall, Winter, Spring: Repeat the online survey to monitor the progress of the plans and systems that are in place. Review and revise the district plan as needed.

Panorama Assessment Tool = \$6900 annually

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Approaches to Address Social and Emotional Need

Approaches & Removing/Overcoming Barriers

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.)?

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	<p>Review the data collected from our third party, on-site mental health counseling team. Review data collected from our SEL program with the on-site program representative.</p> <p>Review survey data collected from our families using Panorama (online survey platform).</p> <p>Review data collected from our Wellness program.</p>	\$0
Summer 2021	<p>Based on the compilation of data, identify areas of weaknesses and strengths within the climate and culture here at Franklin City Schools. Plan to celebrate strengths and to intervene where weak.</p> <p>Continue to provide Seamless Summer Lunch</p> <p>Continue to provide the community calendar for resources</p>	\$0
2021-2022	<p>Continue to provide on-site mental health counseling.</p> <p>Continue to provide daily SEL activities</p> <p>Incorporate specific activities as provided by Panorama to strengthen areas of weaknesses.</p>	\$0 Activities are part of the survey package price.
2022-2023	<p>Using data collected in 2021-22, review, reflect, plan, and implement for 2022-23</p>	\$0

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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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<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 statewide achievement data until after the end of the school year and may need to identify assessment tools to identify gaps.) ● How will districts determine impacted/vulnerable populations? ● How will districts/schools combat barriers for disengaged students? ● What opportunities were missed due to the inability to access programming? Can any of these opportunities be reinstated in the summer or next school year? (Districts are encouraged to consider this question through an equity lens for student populations-- Students with Disabilities, English Language Learners, Gifted Students, All Learners, etc.) ● Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic. ● Attainment (e.g., high school diploma, college degree, employment) ● What essential elements of determining instructional needs are already in place? ● District MTSS Process and Universal Screeners ● Use of/Alignment with the OIP/DLT/BLT/TBT process to determine; What do students need to know? How do we know if they've learned it? How do we intervene for those students who have not learned it? How do we extend other opportunities for those students who have learned it? ● Gap Analysis for ELA, Math, Science, and Social Studies ● Prioritize Literacy and Math ● Prioritized Standards ● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. ● Rising Kindergarteners (These students have spent a significant portion of their life in a pandemic environment. What needs might they have as they enter Kindergarten in Fall 2021?)
<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 providers, etc.) ● MTSS processes ● Effective district-wide/school-wide leadership teams focusing on achievement gaps ● Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs? ● Will measurable objectives be required? Or will these be supplemental offerings that the parent/guardian may choose to have their student participate in and benefit from? ● What happens with students who do become proficient? ● Triage plans for Seniors/Credit Recovery Options for HS ● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc. ● Student Success Plans ● Personalized learning opportunities ● Clear instructional plans have been created with prioritized standards

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	<ul style="list-style-type: none"> • 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 student populations including but not limited to disengaged students? • What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?
Determine Competency	<p>What method(s) will be used to determine competency for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement) • Develop and communicate a plan for promoting students vs. retention • Consider equity of practices, long-term consequences, social/emotional factors
Resource Link(s):	<p>What Works Clearinghouse Priority Math, Reading and Writing Standards Determination of Student Educational Needs Exceptional and At-Risk Youth District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities Ohio Improvement Process</p>

SOCIAL & EMOTIONAL NEEDS

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<p>Determining Social Emotional Needs</p>	<p>How will social and emotional needs be determined?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • District MTSS Process and SEL Screeners • Student Wellness and Success Plans • Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. • How can ESC Family and Community Partnership Liaisons support in this area? • Are there prevention services/opportunities available through ADAMS and ESCs?
<p>Addressing Social and Emotional Needs</p>	<p>How will social and emotional needs be addressed?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • MTSS processes • Alignment to existing Wellness Plans • Alignment to existing Student Success Plans • Triage plans • Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners. • Comprehensive Support for Students - screen for social and medical services (work with community agencies), identify students who need instructional support (mentors, tutors, peer support, etc.)
<p>Resource Link(s):</p>	<p>Panorama Equity Guide to Student Learning Loss CASEL Online SEL Assessment Guide Ohio's K-12 Social & Emotional Learning Standards INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject) Ohio's Whole Child Framework</p>

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PROFESSIONAL LEARNING NEEDS

<p>Professional Learning</p>	<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)
<p>Resource Link(s):</p>	<p>Professional Learning Supports Mental Health Resources ESC Customized Support</p>