



# Learning Recovery & Extended Learning Plan

District Name:	Bexley City School District
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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.



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## Identifying Academic Needs

<p><b>Spring 2021</b> Budget: \$5,000</p>	<p>Bexley City Schools will utilize winter and spring data from NWEA's Measure of Academic Progress (MAP) and teacher formative assessments to identify students in grades 1-8 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>Bexley 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 21-22 school year to provide necessary support or rigor to align with student learning needs.</p> <p>With students' return to an all-in learning mode, teachers will additionally 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.</p> <p>Instructional coaches 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 coaches will additionally monitor students for learning gaps.</p> <p>Finally, case managers working with Bexley eLearners will continue to monitor students' progress and achievement through the Bexley eLearning Academy. Observations of student growth and challenge will be utilized to develop transition plans for students returning to Bexley classrooms in the fall of 2021.</p> <p>Administrators and lead teachers will participate in training for the implementation of a new data management system. This system will organize student growth and achievement data more efficiently and provide a historical perspective of student work. This tool will facilitate building MTSS teams in their review of student progress and assist them in identifying students with learning gaps.</p>
<p><b>Summer 2021</b></p>	<p>Bexley City 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. 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>An analysis of spring Ohio State Test results will further identify students needing thoughtful scheduling and additional support for returning to school in August. 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 fifth to sixth grade and eighth to ninth grade.</p> <p>Instructional Coaches will provide professional development to help teachers identify student learning gaps, set personalized goals, and utilize differentiated strategies to support learners.</p>
<p><b>2021 - 2022</b> Budget: \$12,200</p>	<p>Bexley faculty, instructional coaches, and leaders will administer and analyze data from multiple sources throughout the school year:</p> <ol style="list-style-type: none"> <li>1. KRA for kindergarten students</li> <li>2. K-3 Third Grade Reading Guarantee diagnostic assessment</li> <li>3. NWEA MAP in reading and math to students in grades K-9</li> <li>4. MAP literacy and math screeners to students in grades K-2</li> <li>5. PSAT to students in grades 9-11</li> </ol>



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	<ol style="list-style-type: none"> <li>6. ACT</li> <li>7. Achieve 3000 for MS/HS</li> <li>8. Common Lit for grade 9</li> <li>9. AIMSWeb for progress monitoring students on IEPs</li> <li>10. Teacher formative assessments</li> <li>11. State Assessments/End of Course Exams, including OELPS/OELPA</li> <li>12. AP tests</li> <li>13. Cognitive Abilities Test in grades 2 and 4</li> <li>14. Panorama SEL survey for grades 4-12</li> <li>15. Attendance</li> </ol> <p>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>Bexley faculty will utilize its data management system to observe student progress and achievement over time to identify shifts in progress or concerns.</p> <p>Students with identified learning gaps will be thoughtfully transitioned across grade levels and schools.</p>
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## Approaches to Address Academic Gap Filling

**Spring  
2021**

As Bexley students return to all-in, 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.

Literacy support 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. Identified freshmen will receive additional literacy support using Achieve 3000 resources.

Middle and high school students will access additional instructional support through study halls and teacher office hours beyond the daily support within classrooms.

School leaders, instructional coaches, department leaders, and MTSS teams will work with teachers to develop personalized goals that 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.

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.

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 school/camp registration will be shared with families.

**Summer 2021**  
Budget:  
\$100,000

All students will have the opportunity to participate in various summer school experiences designed to re-engage students or earn and recover credits with peers and teachers in a positive, interest-based summer camp experience. The summer camp sessions will be offered at no cost to families and located at all three campuses to ensure easy access for students. The sessions will take place from June 7 through the first of August. Courses will be hosted by Bexley faculty and in partnership with Otterbein pre-service teachers. Families have also been provided with a database of offerings throughout Central Ohio that may be of interest to their students in the summer months.

K-3 students with literacy challenges will have the opportunity to participate in summer support with the literacy instructional coach and identify high school students who will participate in selected credit recovery courses. Lastly, freshmen will have the opportunity to engage in a specially designed program that will facilitate a successful transition for students to a new academic level. Rising freshmen who have been disengaged in middle school will be invited to ensure participation.

Incoming kindergarten students will engage in summer screening if conditions are appropriate to welcome students for these assessments. If we cannot host this opportunity in August, incoming kindergarten students will be screened in the first few weeks of their kindergarten year.



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<p><b>2021 – 2022</b> Budget: \$100,000</p>	<p>Bexley City 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. Instructional coaches, school and district leaders, and department lead teachers will facilitate data team conversations with clear review cycles and analysis practices. Teachers will be trained in the new district data management system and utilize the system to review student progress over time.</p> <p>Literacy support 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. Identified freshmen will receive additional literacy support using Achieve resources.</p> <p>Middle and high school students will access additional instructional support through study halls and teacher office hours beyond the daily support within classrooms.</p> <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, participation on curriculum committees, and through monthly engagement with the District Climate Committee.</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 through PowerSchool</p> <p>In the summer of 2022, all students will have the opportunity to participate in various summer school experiences designed to re-engage students or earn and recover credits with peers and teachers in a positive, interest-based summer camp experience. The summer camp sessions will be offered at no cost to families and located at all three campuses to ensure easy access for students. The sessions will take place from June through the first of August. Courses will be hosted by Bexley faculty and in partnership with Otterbein pre-service teachers.</p> <p>K-3 students with literacy challenges will have the opportunity to participate in summer support with the literacy instructional coach and identify high school students who will participate in selected credit recovery courses. Lastly, freshmen will have the opportunity to engage in a specially designed program that will facilitate a successful transition for students to a new academic level. Rising freshmen who have been disengaged in middle school will be invited to ensure participation.</p> <p>Incoming kindergarten students will engage in summer screening.</p>
<p><b>2022 – 2023</b></p>	<p>Bexley City 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. Instructional coaches, school and district leaders, and department lead teachers will facilitate data team conversations with clear review cycles and analysis practices. Teachers will utilize the district's data management system to review student progress over time.</p>



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	<p>Literacy support 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. Identified freshmen will receive additional literacy support using Achieve resources.</p> <p>Middle and high school students will access additional instructional support through study halls and teacher office hours beyond the daily support within classrooms.</p> <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, participation on curriculum committees, and through monthly engagement with the District Climate Committee.</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 through PowerSchool.</p>
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## Approaches to Identify Social & Emotional Needs

<p><b>Spring 2021</b></p>	<p>Bexley students in grades 4-12 will participate in the second window of the Panorama SEL Survey. Results will be analyzed by school counselors, Nationwide Children's Hospital Clinicians, and teachers to identify students' sense of belonging, self-management, and grit to determine the social and emotional needs of students.</p> <p>Bexley eLearning case managers 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. The district's Board Certified Behavior Analyst (BCBA) will work in partnership with classroom teachers to observe students within the learning setting for signs of social, emotional, or mental stress.</p> <p>School RTI/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.</p> <p>School personnel will intentionally engage with students to identify students in need of extended support through the summer months and identify summer school sessions that may address observed needs.</p>
<p><b>Summer 2021</b></p>	<p>Bexley City Schools faculty will monitor students' social emotional needs and engagement through their participation in summer school programming. The design of the summer program is to engage students</p>



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	<p>collaboratively around high interest topics that promote joy, peer interaction, and immerse students in the school setting. Students will be observed for their engagement and comfort levels in returning to the school setting in small groups and for shorter increments of time. Otterbein pre-service education majors will facilitate sessions and provide mentorship to participating students.</p>
<p><b>2021 - 2022</b></p>	<p>Bexley students in grades 4-12 will participate in the Panorama SEL Survey in the fall and spring. Results will be analyzed by school counselors, Nationwide Children's Hospital Clinicians, and teachers to identify students' sense of belonging, self-management, and grit to determine the social and emotional needs of students.</p> <p>K-3 Students will be observed for self-regulation strategies by teachers and school counselors. Nationwide Clinicians will further support teachers with observations of students' self-regulation skills.</p> <p>Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns. The district's Board Certified Behavior Analyst (BCBA) will work in partnership with classroom teachers to observe students within the learning setting for signs of social, emotional, or mental stress.</p> <p>School RtI/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.</p> <p>School personnel will intentionally engage with students to identify students in need of extended support through the summer months and identify summer school sessions that may address observed needs.</p>
<p><b>2022 - 2023</b></p>	<p>Bexley students in grades 4-12 will participate in the Panorama SEL Survey in the fall and spring. Results will be analyzed by school counselors, Nationwide Children's Hospital Clinicians, and teachers to identify students' sense of belonging, self-management, and grit to determine the social and emotional needs of students.</p> <p>K-3 Students will be observed for self-regulation strategies by teachers and school counselors. Nationwide Clinicians will further support teachers with observations of students' self-regulation skills.</p> <p>Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns. The district's Board Certified Behavior Analyst (BCBA) will work in partnership with classroom teachers to observe students within the learning setting for signs of social, emotional, or mental stress.</p> <p>School RTI/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.</p> <p>School personnel will intentionally engage with students to identify students in need of extended support through the summer months.</p>



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## Approaches to Address Social and Emotional Needs

**Spring 2021**

As students transition to an all-in learning model, teachers will engage students in culture building experiences to create student connection, foster a sense of belonging, and in promotion of social emotional skills.

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. Nationwide Clinicians will further support teachers with self-regulation techniques.

Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns. The district's Board Certified Behavior Analyst (BCBA) will work in partnership with classroom teachers to observe students within the learning setting for signs of social, emotional, or mental stress.

School and district leaders, counselors, PBIS teams, and teachers will review the spring Panorama SEL survey data for students in grades 4-12, OHYES! data, and student responses to the culturally responsive equity survey. This data will identify students' sense of belonging and the professional development needs of staff. Staff will then connect to interventions in the Panorama Playbook or other resources in response to the data.

Bexley 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.

Parents will be engaged as partners in this work to provide additional perspective about areas of concern. Additionally, staff across multiple departments will offer evening institutes for families, delivered virtually, with opportunities to learn about and discuss issues such as anxiety and depression, belonging, and bias.

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.

Teams continue to discuss the impact of existing interventions in PBIS and RTI/MTSS plans and review progress monitoring data with adjustment of plans as needed.

The high school leadership team will begin preparing for selection and training of student leaders for Hope Squad.

Teams will meet to develop thoughtful transition plans to support students' vertical progression among grade bands, specifically from grade 5 to 6 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.

**Summer 2021**

Students demonstrating challenges with self-regulation will be supported with additional goals and strategies by teachers and school counselors. Nationwide Clinicians will further support teachers with self-regulation techniques.



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	<p>Bexley City Schools faculty will encourage all students to participate in one of the many summer camp offerings available from June 7 through the first of August. The design of the summer program is to engage students collaboratively around high interest topics that promote joy, peer interaction, and immerse students in the school setting. A primary goal of the summer experience is to support anxious students through small group settings and for shorter increments of time during the summer. Otterbein pre-service education majors will facilitate sessions and provide mentorship to participating students.</p>
<p><b>2021-2022</b></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. Students demonstrating challenges with self-regulation will be supported with additional goals and strategies by teachers and school counselors. Nationwide Clinicians will further support teachers with self-regulation techniques.</p> <p>Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns. The district's Board Certified Behavior Analyst (BCBA) will work in partnership with classroom teachers to observe students within the learning setting for signs of social, emotional, or mental stress.</p> <p>School and district leaders, counselors, PBIS teams, and teachers will review the fall and spring Panorama SEL survey data for students in grades 4-12, OHYES! data, and student responses to school and district surveys. This data will identify students' sense of belonging and the professional development needs of staff. Staff will then connect to interventions in the Panorama Playbook or other resources in response to the data.</p> <p>Bexley 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. Additionally, staff across multiple departments will offer evening institutes for families with opportunities to learn about and discuss issues regarding motivation, social-emotional wellness, belonging, and bias.</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 continue to discuss the impact of existing interventions in PBIS and RTI/MTSS plans and review progress monitoring data with adjustment of plans as needed.</p> <p>The high school leadership team will begin the selection and training of student leaders for Hope Squad.</p> <p>Teams will meet in the spring to develop thoughtful transition plans to support students' vertical progression among grade bands, specifically from grade 5 to 6 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>



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**2022-2023**

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