



Learning Recovery & Extended Learning Plan

District Name:	Plymouth Shiloh Local
District Address:	365 Sandusky St. Plymouth, OH 44865
District Contact:	Brad Turson, Superintendent Jennifer Green, Director of Teaching & Learning
District IRN:	049460

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.



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Extended Learning Plan Budget

Spring 2021 through 2022-2023 School Year	Plymouth Shiloh Local will utilize special programs funds, general operating funds, and federal funds (including COVID-19 relief funds) to pay for extended learning initiatives. Meeting the academic and social and emotional needs of all students will continue to be a priority. The district will pursue collaborative opportunities and creative partnerships when applicable to promote sound financial management
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Identifying Academic Needs

Spring 2021	Plymouth Shiloh Local will work to plan and prepare for an extended school program 2021 opportunity district wide. Academic gaps and needs of all students will be reviewed by gathering and analyzing data from sources such as Ohio State Tests, diagnostic assessments, ACT, and overall academic progress. Staff and teacher concerns will also be used to identify students in need of an extended school program. The district will use Gap analysis for core subject areas (Mathematics and English Language Arts) in grades 5 -12, and a review of special education needs (IEPs, WEPs) to determine student needs. Two-way communication between the school(s) and parents/caregivers will provide additional data that will help inform the district of current needs. Planning within the district's One Needs Assessment and CCIP will indicate the identified academic gaps and needs.
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Summer 2021	Plymouth Shiloh Local will host a nine day extended school program on Tuesday, June 1, 2021 through Friday, June 11, 2021. Transportation via bussing will be provided for students each day to and from the building(s) at designated pickup and dropoff locations. The extended school program will run from 8:00 am to 12:00 pm daily (6/1/21-6/11/21). Students will be provided both a breakfast and a lunch daily at the building(s). A focus will be placed on both Mathematics and English Language Arts (ELA) as a district. Opportunities to incorporate STEM/STEAM activities will also be utilized.
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2021 - 2022	Plymouth Shiloh Local will continue to monitor student progress to identify gaps and needs across the district. Academic gaps and needs of all students will be reviewed by gathering and analyzing data from sources such as Ohio State Tests, diagnostic assessments, ACT, and overall academic progress. Specific attention will be placed on credit deficits or the lack of graduation requirements. Staff and teacher concerns will also be used to identify students in need of interventions, credits, academic and social and emotional supports. Success Plans and regular meetings will continue for grades 5-12. A multi-tiered system of support (MTSS) will continue to be a framework we use to help identify and support students as needed for grades PreK-4 and 9-12. The MTSS model will be implemented in grades 5-8. A review of special education needs (IEPs, WEPs) will be used to determine other student needs. Two-way communication between the school(s) and parents/caregivers will continue to provide additional data that will help inform the district of current needs. Planning within the district's One Needs Assessment and CCIP will indicate the identified
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	academic gaps and needs.
2022 - 2023	

Approaches to Address Academic Gap Filling

Spring 2021	Plymouth Shiloh Local will utilize the data and analysis gathered from identifying student academic gaps and needs to guide and structure extended learning opportunities to meet the needs of all students. The district will develop a nine day extended school program on Tuesday, June 1, 2021 through Friday, June 11, 2021 to all students for additional academic learning during the summer of 2021. The district will also begin planning for additional academic interventions and support throughout the 2021-2022 school year. Continued two-way communication between the district and parents/caregivers will help identify students with academic gaps and promote participation in extended learning opportunities. A review of existing processes and supports will help identify and prepare for any High Quality Professional Development (HQPD) needed.
Summer 2021	Plymouth Shiloh Local will provide HQPD needed (if necessary) through our collaborations with our educational partners (ie: SST7 and Mid Ohio ESC). Additional staffing may be used to meet the needs of all students. Continued two-way communication with parents/caregivers will be used to en



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<p>2021 - 2022</p>	<p>Plymouth Shiloh Local will continue to identify student needs and gaps throughout the year. High Quality Student Data will be reviewed to both monitor the success of the extended school program and identify student needs and gaps. A focus will be placed upon Mathematics and ELA gaps remaining in order to provide meaningful learning opportunities both during the school day and if possible before/after school. These learning opportunities and interventions may take the form of differentiation and individualized instruction within the classroom, administered via vendor provided academic programs, and/or by instructional staff and/or supports. Teachers will continue to collect and monitor student progress as they review student proficiency of Ohio's Learning Standards at each grade level in each subject area. Continued use of two-way communication with parents/caregivers will help identify ongoing academic gaps and needs as well as develop meaningful student success and graduation plans.</p>
<p>2022 - 2023</p>	<p>Plymouth Shiloh Local will continue to monitor the success and needs of students. Adjustments will continue to be made and monitored to help support all students' success. High Quality Professional Development will be provided if needed and/or necessary through our collaborations with our educational partners (ie: SST7 and Mid Ohio ESC). Continued use of two-way communication with parents/caregivers will help identify ongoing academic gaps and needs as well as develop meaningful student success and graduation plans.</p>



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Approaches to Identify Social & Emotional Needs

Spring 2021	<p>Plymouth Shiloh Local will work to identify social and emotional needs of all students. Ohio's Whole Child Framework, student success plans, as well as established Positive Behavioral Interventions and Supports (PBIS) districtwide will supply guidance for this process. Plymouth Shiloh Local has established relationships with community partners that will support in the planning and with needs as necessary (ie: Family and Children First Council, Family Life Counseling, Mid Ohio ESC, and Richland County Public Library). A review of the district MTSS, PBIS, and student success and graduation plans will provide the district with student social and emotional needs. Two-way communication with parents/caregivers will provide important information related to identifying student needs. The district school resource officer (SRO) works as a community liaison and provides the district with a community partner that helps build positive relationships with students and families. The SRO can offer insight and information on potential student needs.</p>
Summer 2021	<p>The Ohio Whole Child Framework, success and graduation plans, and PBIS will be reviewed to determine if the district will need to strengthen, renew, and/or develop needed community partnerships or provide HQPD for staff. HQPD will be provided, if needed, to support staff in identifying and assisting social and emotional needs of all students. Two-way communication will continue between the district and parents/caregivers to identify social and emotional student needs.</p>
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Approaches to Address Social and Emotional Need

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