



# Wheelersburg Schools Learning Recovery & Extended Learning Plan

District Name:	Wheelersburg Local Schools
District Address:	620 Center Street P.O. Box 340 Wheelersburg, Ohio 45694
District Contact:	Mark Knapp, Superintendent
District IRN:	049668

April 1, 2021

Dear Parents,

Governor DeWine has 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. The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

While we have created this plan in compliance with Governor DeWine's request we reserve the right to modify the plan in the future. We will continuously monitor our student's academic progress and well being and adjust our plans accordingly.

Respectfully,

Mark Knapp, Superintendent



# Wheelersburg Schools

## Learning Recovery & Extended Learning Plan

### Identifying Academic Needs

<b>Impacted Students:</b>	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>
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<b>Considerations:</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)             <ul style="list-style-type: none"> <li>- Alignment with current OIP five-step processes</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they've learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do we extend other opportunities for those who have learned it?</li> </ul> </li> </ul>	

<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>● Special Education Progress Reports</li> <li>● Updated ETR testing (if available), IEP present levels of performance</li> <li>● Student grades disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● Pass/Fail data for all classes disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● High School student credits disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● Reading Improvement and Monitoring Plan (RIMP) results</li> <li>● Performance on district assessments (STAR, Terra Nova, COGAT, short cycle assessments, Wilson Foundations, Heggerty, Study Island, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● Performance on ODE developed Restart Readiness assessments (full-length benchmark and/or Checkpoint assessments) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● Item analysis of district assessments and/or Restart Readiness assessments or Fall Third Grade ELA Ohio State Test</li> <li>● AP and/or College Credit Plus enrollment and grades</li> <li>● Early Learning Assessment for preschoolers and their curriculum based assessment.</li> <li>● Performance on ACT and/or SAT</li> </ul>	ESSER 1 Funds  ESSER 2 Funds
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<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>● Performance on Ohio State Tests</li> <li>● Item analysis of Ohio State Test results</li> <li>● Performance on ACT and/or SAT</li> <li>● Early Learning Assessment for preschoolers and curriculum based assessments</li> <li>● Brigrance Inventory for preschoolers</li> <li>● Pass/Fail data for all classes disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> </ul>	ESSER 1 Funds  ESSER 2 Funds
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<b>2021 - 2022</b>	<ul style="list-style-type: none"> <li>● Special Education Progress Reports</li> <li>● Updated ETR testing (if available), IEP present levels of performance</li> <li>● Student grades disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● Pass/Fail data for all classes disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● High School student credits disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● Performance on ODE ELA and Math Practice Tests and Restart Readiness assessments disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● Performance on Kindergarten Readiness Assessment and Universal Screeners such as PAST</li> <li>● Reading Improvement and Monitoring Plan (RIMP) results</li> <li>● Performance on district assessments (STAR, Terra Nova, COGAT, short cycle assessments, Wilson Foundations, Heggerty, Study Island, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● Performance on the CORE diagnostic assessment</li> <li>● Performance on ODE developed Restart Readiness assessments (full-length benchmark and/or Checkpoint assessments) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● Item analysis of district assessments and/or Restart Readiness assessments</li> <li>● Performance on Ohio State Tests</li> <li>● Item analysis of Ohio State Test results</li> <li>● Performance on ACT and/or SAT</li> <li>● Early Learning Assessment for preschoolers and their curriculum based assessment.</li> <li>● AP and/or College Credit Plus enrollment and grades</li> <li>● Gifted identification assessment data (Superior Cognitive, Specific Academic, and Creative Thinking)</li> </ul>	<p>ESSER 1 Funds</p> <p>ESSER 2 Funds</p> <p>ESSER 3 Funds</p>
<b>2022 - 2023</b>	<ul style="list-style-type: none"> <li>● Special Education Progress Reports</li> <li>● Updated ETR testing (if available), IEP present levels of performance</li> <li>● Student grades disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● Pass/Fail data for all classes disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● High School student credits disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● Performance on ODE ELA and Math Practice Tests and Restart Readiness assessments disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> <li>● Performance on Kindergarten Readiness Assessment and Universal Screeners such as PAST</li> <li>● Reading Improvement and Monitoring Plan (RIMP) results</li> <li>● Performance on district assessments (STAR, Terra Nova, COGAT, short cycle assessments, Wilson Foundations, Heggerty, Study Island, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)</li> </ul>	<p>ESSER 1 Funds</p> <p>ESSER 2 Funds</p> <p>ESSER 3 Funds</p>



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# Wheelersburg Schools Learning Recovery & Extended Learning Plan

## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>	
<b>Considerations:</b>	<b>Budget</b>	
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>● Use existing programs to provide intensive intervention during the school day</li> <li>● After-school tutoring program by grade level</li> <li>● Survey interest in summer programs</li> </ul>	ESSER 1 Funds ESSER 2 Funds
<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>● Extended Learning Hours in partnership with the SCOESC</li> <li>● ESY services for SWD as determined by the IEP team</li> <li>● Pirate Digital Academy (Credit Recovery) in Partnership with FES</li> <li>● Review ELA and Math Student Readiness Toolkits and complete Gap Analysis</li> <li>● Provide Themed Summer Camps</li> <li>● Jumpstart Programs the first two weeks of August</li> <li>● Tutoring prior to High School summer state testing</li> </ul>	ESSER 1 Funds ESSER 2 Funds
<b>2021 - 2022</b>	<ul style="list-style-type: none"> <li>● Extended Learning Hours in partnership with the SCOESC</li> <li>● Digital Academy in Partnership with SCOESC</li> <li>● Licensed ODE Preschool Program, SCOESC Child Development Center Program</li> <li>● ESY services for SWD as determined by the IEP team</li> <li>● Additional instructional personnel for intensive small group instruction</li> </ul>	ESSER 1 Funds ESSER 2 Funds ESSER 3 Funds



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	<p>during the school day</p> <ul style="list-style-type: none"> <li>● Provide Themed Summer Camps</li> <li>● Jumpstart Programs the first two weeks of August</li> <li>● Tutoring prior to High School summer state testing</li> </ul>	
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## Approaches to Identify Social & Emotional Needs

<b>Impacted Students:</b>	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
<b>Considerations:</b>		<b>Budget</b>
<ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>		
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>● ASQ-SE</li> <li>● ACE</li> <li>● Lion's Quest</li> <li>● Prevention 101-training available through ESC</li> <li>● Chronic Absenteeism data</li> <li>● Lighthouse Youth Services referral numbers</li> <li>● Drastic drops in GPAs</li> <li>● Foster care placement data and enrollment</li> <li>● Learning referrals - anyone invited to attend 4 days a week</li> <li>● Handle With Care referrals</li> <li>● Student Success Plans</li> <li>● Juvenile Court Referrals</li> <li>● Sheriff Wellness Check Referrals</li> <li>● CPS Referrals and interactions</li> <li>● Educators Handbook - student discipline records</li> </ul>	ESSER 1 Funds  ESSER 2 Funds
<b>Summer 2021</b>	<ul style="list-style-type: none"> <li>● ASQ-SE</li> <li>● ACE</li> <li>● Lion's Quest</li> <li>● Prevention 101-training available through ESC</li> <li>● Chronic Absenteeism data</li> <li>● Lighthouse Youth Services referral numbers</li> <li>● Drastic drops in GPAs</li> <li>● Foster care placement data and enrollment</li> <li>● Learning referrals - anyone invited to attend 4 days a week</li> <li>● Handle With Care referrals</li> <li>● Student Success Plans</li> </ul>	ESSER 1 Funds  ESSER 2 Funds
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## Approaches to Address Social and Emotional Need

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs” (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
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<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>• Prevention 101</li> <li>• BOTVIN Life Skills Training for staff to implement-</li> <li>• Crisis Prevention Intervention training for de-escalation with SCOESC</li> <li>• Building Better Bonds website for training and resources for staff.</li> <li>• PBIS training for staff implementation</li> <li>• Handle With Care in partnership with Sheriff and Fire Departments</li> <li>• Lighthouse Youth Services</li> <li>• Public School Works Trainings on topics such as neglect, abuse, bullying, Title IX, trafficking,</li> <li>• Counseling services</li> </ul>	ESSER 1 Funds  ESSER 2 Funds
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