

Learning Recovery & Extended Learning Plan

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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 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](#)

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Identifying Academic Needs

<p>Impacted Students:</p>	<p><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></p>
<p>Considerations:</p> <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? 	
<p>Spring 2021</p>	<p>Wildwood Environmental Academy (WEA) will administer Spring Benchmark Assessments (NWEA Reading and Math). Analyzing achievement and growth data from this assessment by subgroup, will allow us to identify the students who are not demonstrating adequate progress and determine areas of strength and weakness. Looking at additional data points including classroom level assessments, grades, standards mastery, attendance and engagement will provide insight as to which students have been most impacted by the pandemic and will allow us to effectively plan and monitor the interventions needed to close the gap.</p>
<p>Summer 2021</p>	<p>Considerations for identification of student needs in Summer 2021:</p> <ul style="list-style-type: none"> ● Kindergarten Readiness (KRA) ● Reviewing IEPs and 504s ● Screeners ● Progress Monitoring of students enrolled in Summer School and Tutoring Programs ● Teacher Team notes and assessments
<p>2021 - 2022</p>	<p>Wildwood Environmental Academy (WEA) will administer Fall Benchmark Assessments (NWEA Reading and Math). Analyzing achievement and growth data from this assessment by subgroup, will allow us to obtain baseline data for any new students entering our school and will provide us with updated information related to the progress of existing students, including the impact of the interventions we've put in place (outlined below). We will use this data along with other formative assessment and progress monitoring data to plan instruction and intervention.</p>
<p>2022 - 2023</p>	<p>We will continue to monitor student progress based on results of vendor assessments, classroom data, and progress monitoring tools and follow RTI protocols to plan and provide tiered interventions. Additionally, we will continuously reflect on and strengthen our practices by seeking professional development opportunities. Additionally, we will remain up-to-date on state requirements and align our practices to ensure students are prepared for graduation and beyond</p>

Approaches to Address Academic Gap Filling

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<p>Approaches & Removing/Overcoming Barriers</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>
<p style="text-align: center;">Considerations:</p> <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.) - 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) <ul style="list-style-type: none"> - 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? 	
<p>Spring 2021</p>	<p>WEA will continue to provide established interventions through our Multi-Tiered System of Supports (MTSS) to include the following:</p> <ul style="list-style-type: none"> • <u>Tier I:</u> High-quality, scientifically based, and differentiated instruction by qualified personnel using core curriculum within the classroom setting • <u>Tier II:</u> Practices and supports designed for small groups of at-risk students provided within the general education classroom • <u>Tier III:</u> Targeted support using supplemental research-based instruction provided in small groups outside of the general education classroom • <u>Support for Students with Disabilities:</u> Individualized support provided as outlined within each student’s IEP to promote achievement of IEP goals as well as standards taught within the general education setting with necessary accommodations and modifications in place. We favor full inclusion as much as possible, but support is also given during pull out sessions. <p>Finally, our administrative and teacher teams will meet to review students’ progress and determine whether further intervention is needed, including increasing the frequency or intensity of current practices, adding new supports, such as our Summer School program, credit recovery or recommending retention if appropriate.</p>
<p>Summer 2021</p>	<p>WEA will provide Summer School for students starting in the beginning of June and running through late-July/beginning of August. In order to meet the needs of all the students WEA staff will work alongside a partnership with Sylvan Learning of Toledo to offer approximately an eight week program for students grades 1-8 and credit recovery opportunities for HS students. Eligibility for this program will be determined based on internal assessments, NWEA scores, classroom grades, attendance, and potential retention.</p> <p>In an effort to retain staff, we will look to add retention bonuses for all employees for the next 2-3 years.</p> <p>Planning meetings for proposed structural, staffing and curriculum changes to be in place for 2021-22 school year.</p>
<p>2021 - 2022</p>	<p>The school will implement, monitor and adjust the plans made during Summer 2021 planning sessions. We will continue to use NWEA MAP testing and RTI benchmarking to adjust our course.</p> <p>WEA will continue to provide established interventions through our Response to Intervention (RTI) program. We will monitor our new programs and curriculum (on top of existing research-based interventions) to supplement and gauge effectiveness.</p>

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	<p>Our teachers and staff will continue to engage in professional development in the following areas: foundational reading instruction, cross-curricular best practices in instruction and assessment, collective teacher efficacy, and grading and assessment practices.</p>
<p>2022 - 2023</p>	<p>The school will monitor and adjust the plans and progress made throughout our summer planning sessions and SY21/22 school year. We will continue to use NWEA MAP testing and RTI benchmarking to adjust our course.</p> <p>WEA will continue to provide established interventions through our Response to Intervention (RTI) program. We will monitor our new programs and curriculum (on top of existing research-based interventions) to supplement and gauge effectiveness.</p> <p>Our teachers and staff will continue to engage in professional development in the following areas: foundational reading instruction, cross-curricular best practices in instruction and assessment, collective teacher efficacy, and grading and assessment practices.</p>

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Approaches to Identify Social & Emotional Needs

Impacted Students:	<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>
Considerations: <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</i> 	
Spring 2021	<p>Currently, WEA partners with two outside agencies to support our students and families social and emotional health. Both organizations are able to meet the needs of our students, in and out of the school setting. They offered support virtually throughout the Pandemic and have worked to help as we bridge the students back into the classroom.</p> <p>WEA will continue to support the needs of the students and families as we complete the 20/21 school year as outlined in our Student Success and Wellness plan.</p>
Summer 2021	<p>WEA will research, select and plan to administer a mental health screener for all students. Screeners will be used as a tool to monitor the emotional and mental health of our students. Based on the results, supports will be put in place for students and their families. The screener will be compliant with HIPAA and FERPA policies. Potential Screeners could be selected from the following...</p> <ul style="list-style-type: none"> • Elementary Screener (CPSS) • How to administer and score CPSS • Middle or High School Screener • Middle or High School Mental Health Screener • High School Screener • Student Questionnaire (K-12 possibly) <p>WEA will re-establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams (Wellness and Response Team).</p>
2021 - 2022	<p>WEA will administer the screeners, implement new programming and re-establish foundational supports already in place.</p> <p>WEA will also provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.</p>
2022 - 2023	<p>The school will continue to monitor and adjust our systems and programs to best meet the needs of our staff and students.</p>

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Approaches to Address Social and Emotional Needs

Approaches & Removing/Overcoming Barriers	<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>
Considerations: <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> 	
Spring 2021	Our teachers and staff will continue to work to meet the needs of the families and students focusing on doing whatever we can to support our families while we work towards the end of the school year and plans for summer support.
Summer 2021	WEA will research, select and plan to administer a mental health screener for all students. Screeners will be used as a tool to monitor the emotional and mental health of our students that also takes into consideration the barriers to that support. Administration will also give thoughtful consideration and planning to bridge those barriers in the coming school year(s).
2021-2022	In addition to our current partnerships to support the social emotional health of our students, we will be adding staff members to support students and families. WEA will ensure professional development sessions are blended into the year(s) to support the changing needs. Effectiveness of our current programming (PBIS, CPI, Restorative Practices, etc) will be monitored and careful attention will be placed in our policy renewal, contracted services and building practices to create opportunities for all to achieve and grow.
2022-2023	The school will continue to monitor and adjust to best meet the needs of the students, staff and families.