Learning Recovery & Extended Learning Plan

District Name:	FLEX High School
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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.

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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

Identifying Academic Needs

Impacted Students:	*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)?*

Considerations:	**Budget**

- ***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)*
- ***Core Questions to Consider:***
  - *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-Spring 2023	***What do students need to know?*** To determine academic needs, students at Flex High are required to complete a baseline DORP assessment in reading/language usage and math. DORP assessments contain test banks of common core standards- aligned questions and provides an immediate assessment of student knowledge with areas of strengths and growth opportunities in reading/language usage and mathematics. This baseline along with benchmarks throughout the year, provide insight into the learning gaps that may have contributed to a student's lack of previous academic success and provide a road map to make progress moving forward. ***How do we know if they've learned it?*** ***Competency*** Competency for students will be defined as mastery of course standards at a 75% or	Coordination of ESSER 1, 2, General and Title Funds

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	better level, as measured by all graded course assessments. Credits will be awarded upon course completion. Student matriculation will be monitored in the Student Information System as well as the Individualized Graduation Plans regarding completion of assessments and courses. ***Granting Credit*** Passing grades (No less than 60% average) are required of all students to earn course credit. Course grades are determined through the teacher averaging all graded work in the course-- student work products, tests, and other course assessments. ***Promoting Students*** Students will be assigned to grade-level designations (9-12) based on number of earned high school credits in accordance with Board policy. In order to graduate, students must meet all graduation requirements specified by the State of Ohio. ***How do we intervene for those students who have not learned it?*** **ACADEMIC INTERVENTION/RESPONSE TO INTERVENTION POLICY** A student's instructional needs will be documented in their individual Student Success, RTI and graduation plan. Depending on the student's level, he/she will be provided an individual learning plan outlining their Response to Intervention support. Specific courses will be offered for Tier II, Tier III, IEP, 504, or EL students that will support their academic level while preparing them for academic success. Students and their individualized graduation plan will be monitored to determine progress toward graduation and closure of academic gaps. Students who are working in a hybrid or virtual format will meet at least weekly with a teacher advisor to monitor progress. In addition, students themselves are trained in the use of a virtual individual graduation plan to self-monitor their progress toward gaining increments of credit and to identify needs, goals, and next steps. Students working on campus will meet regularly with each subject-area teacher to review progress made and needs in each course area. ***How do extend other opportunities for those who have learned it?*** Flex High Columbus will offer a variety of curricular resources for students to design specialized projects for credit completion that surround college and career readiness. Flex High Columbus offers a very engaging method of meeting the needs of proficient/gifted students by allowing the student the ability – the time and place – to access curriculum, assignments, and tests at the student's preferred rate. Our "go-at your-own-rate" personalized method allows students to accelerate their credit completions and course mastery timelines without the frustration of a prescribed school calendar timeline. Moreover, district partnerships and MOUs will be utilized to enhance opportunities to enhance the educational experience through CTE course offerings, industry credentials, and college credit plus partners.	

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Approaches to Address Academic Gap Filling

Approaches & Removing/ Overcoming Barriers	*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.)?*	

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.)*
  - *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:***
  - *What do students need to know?*
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  - *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-Spring 2023	Flex High Columbus will identify vulnerable students using the ABCs of Early Warning Indicators. Using the Early Warning System, vulnerable students will be identified by: Attendance, Behavior, and Course Access/Completion as well as Core Assessment performance. A: Attendance-Students who are chronically absent by standards of House Bill 410 (HB410) and low engagement during COVID closure B: Behavior-incidents within Flex High Columbus, illustrate high ACES scores, or demonstrate other Social Emotional Concerns (Anxiety, Depression, etc. based on surveys or student disclosure) C: Course Completion or Core Assessment less than Proficient - Earning less than 5 credits a year for Graduation or Growth assessment below proficient/grade level based on district level-set assessments. Students not meeting the criteria listed above can also be referred to the RTI/IAT teams in writing with evidence from observations, work artifacts, and assessment	Coordination of ESSER 1, 2, General and Title Funds

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	scores. Intensified, validated instruction for students not making adequate progress in the core curriculum—with priority being on Math and Reading--are matched to their needs. Flex High Columbus's services for all students rely on interventions that determine the instructional procedures, duration, and frequency of instruction and are evidence-based; they take place in small group or individual instructional environments, and; they are clearly articulated in the Student Success Plan/Individual Graduation Plan. Further, interventions will be developed by Flex High Columbus staff using the OIP process based on evaluation of data including information on student performance that is effectively catalogued through its data management system, and strong and effective management oversight. Disaggregated data within the Early Warning System listed above will gauge student performance and learning gaps. Progress Monitoring will be demonstrated by benchmark testing of students at least three times per year using formative and DORP assessments to determine instructional needs. Needs will be documented in RTI/ Multi-Tiered Support System (MTSS) Plans with specified SMART goals to track course progression, behavioral goals, and attendance intervention plans. Interventions will be based upon the traditional RTI model with scaffolding informed by the academic/SEL placement guide tier to fit the student's learning style and accompanying Individual Graduation Plan. Summative assessment participation and growth as demonstrated by the Ohio Reporting System and state report card including Annual Measurable Objective and Progress measures will be the final measure of performance. Flex High Columbus will implement the Ohio Improvement Process (OIP) with fidelity to monitor the effectiveness of the school's program for the needs of students. Program modifications will be driven by the results of students within this demographic. Coordination and collaboration of targeted assistance staff with general education teachers regarding the success of the RTI/ Multi-Tiered Support System (MTSS) Plans and IEP, 504 or WEP as needed. Evaluation by Teacher Based Teams (TBT) will evaluate the effectiveness the plan was crafted and implemented with fidelity. TBT meetings will also discuss student attrition and achievement—including both graduation and growth based assessments, DORP screening results and subsequent scores, and DORP growth projection goals that align to the state's and district's Annual Measurable Objectives (AMO), Progress and Value Added measures. Quarterly School leadership teams (DLT and BLT) will discuss results and compare to the state's GAP performance measure found in the Secure Data Center to assess student performance overall and create or modify IEP, 504, WEP, or RTI plans as needed. These data driven processes will seek to encourage and increase students' progress and close the opportunity gap for students due to COVID closure.	

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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-Spring 2023	District MTSS Process and SEL Screeners will be used to identify SEL and Emotional Needs. Using the data from these sources a student wellness plan will be added to the IGP/ Student Success Plans. FLEX High will coordinate, with relevant partners to support this work. Moreover, FLEX High will implement evidence-based programs that fit the needs of its community informed by the survey data.	Coordination of ESSER 1, 2, General and Title Funds

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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-Spring 2023	FLEX High has a fulltime community liaison and counselor who seek resources and partnerships to provide wraparound services. Also, staff is regularly trained on the below topics and others as the need arises. Professional Learning/Development: • Overall Orientation and Restart Plan • School Safety and Health, including COVID-19 safety precautions, symptoms, and appropriate responses to a student demonstrating symptoms • Evidence-based Mental Health programs based on community need • Creating Student Triage Plans • TREC Certification-Trauma and Resilience Training • Google Cert 1 Part 1 • SIOP Components 1-8	Coordination of ESSER 1, 2, General and Title Funds