



# Learning Recovery & Extended Learning Plan

District Name:	LIMA CITY SCHOOLS
District Address	755 St. Johns Avenue Lima, Ohio 45804
District Contact:	Jill Ackerman, Superintendent
District IRN	044222

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




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template for guiding questions and resources.

Questions, comments and concerns can be emailed to: [ExtendedLearning@education.ohio.gov](mailto:ExtendedLearning@education.ohio.gov)

[ODE's Planning for Extended Learning FAQ's](#)

Identifying Academic Needs		 <b>ESC</b> <small>ASSOCIATION</small>
<b>Impacted Students:</b>	<i>How will schools/districts identify which students have been most impacted in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
<b>Considerations:</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, CCIP-related plans, graduation plans, student success plans, etc.)               <ul style="list-style-type: none"> <li>- 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)</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 extend other opportunities for those who have learned it?</li> </ul> </li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	<p>The Lima City Schools has offered 5 day in-person instruction since August 12, 2020. Parents also had an option to have their children learn online by our certified teachers. Students have been assessed since August with benchmark testing, iReady for reading and math, MI and RI at the 9th grade level along with quarterly assessments and various formative assessments. Data has been kept on every individual student to determine growth or lack of growth.</p> <ul style="list-style-type: none"> <li>● Online students who were truant or not making growth online were mandated to return to in person learning at the start of each quarter. We now have less than 10% of our student population online.</li> <li>● After school tutoring has been offered since October 2020 to all students K-12 who were not making growth. This included online students who were able to come on site for support throughout the school year. Lima Senior High School offered tutoring labs for all students every day from 2:30-3:15 for both in person and online students.</li> <li>● After school programs at Lima West Middle School (grades 7-8) and Lima North Middle School have taken place this school year. Transportation has been provided by the district for those students</li> </ul>	



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	<p>that needed it. These programs provide academic as well as social-emotional support for the students.</p> <ul style="list-style-type: none"> <li>• TBTs have continued in all buildings as teachers have worked together to determine student needs and tailor instruction to meet the needs.</li> <li>• School counselors and social workers have continued trauma informed care training for staff and have identified students who need extra support and work individually with those students to serve their social-emotional needs.</li> <li>• School Resource Officers and school counselors/social workers have made home visits to our online learners to ensure their safety and to ensure that they have the academic resources needed to be successful at home online.</li> <li>• Food service continued to supply lunches to the online serves all year.</li> </ul>	
<p><b>Summer 2021</b></p>	<p>Extended School Year offered to all students regardless of academic standing:</p> <p>Every school is creating six week “Summer Camps” for all students grades K-11. Camps will run from June 1- July 9. These camps are theme based and project based to provide fun, academic opportunities for our students that have been either online or in person learning this year. Each building is putting together their plans and are aligning the instruction to standards across content areas. The arts are involved as well. Camps also have field experiences built in to them as well. Students need to be able to have field experiences in safe environments while practicing the safe protocols recommended by the CDC.</p> <p>High School summer credit recovery will be held at the Alternative High School to assist students who need to recover credits to get back on track for graduation.</p> <p>Fall Benchmark assessments will help us determine if students are on or off track.</p> <p>ESSER funds were used to employ summer school staff, provide field experiences for students and provide transportation for students to and from summer camps.</p>	



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<p><b>2021 - 2022</b></p>	<p>All current after school opportunities will remain in place. ESSER funds will be used for the following:</p> <p>Lima Senior High School will implement a special literacy course for any student grades 9-10 that is reading below grade level. This course will be in addition to their regular ELA course. This course is being designed with Cheryl Byrne from SST6. 20-21 has been the planning year for this course. Cheryl has worked with the high school ELA department to determine the literacy curriculum and skills needed. Assessments will be given to each student to determine reading level. Interventions will be specific to each individual student.</p> <p>The district will hire 6 additional teachers to assist in providing small group instruction across the district in reading and math. These teachers will not be funded by Federal Title dollars but with ESSER funds. This will allow the district to differentiate instruction at the secondary level and Curriculum Team Leaders will work with teachers on small group, differentiated instruction based on assessment data.</p> <p>The district will also be hiring 5 Blended Learning Coaches who will be deployed across the district to coach individual teachers on Blended Learning models. Catlin Tucker will train all administrators and coaches throughout the 21-22 school year. 2021-2022 will be the year the district moved from traditional classrooms to partial Blended Learning Classrooms.</p> <p>Social workers/guidance counselors will become trainers in Classroom 180 Trauma Informed Care and will train all staff throughout the 21-22 school year.</p> <p>Summer Camps will continue for all students</p>	
<p><b>2022 - 2023</b></p>	<p>All current after school opportunities will remain in place.</p> <p>Blended Learning Coaches who will continue to work across the district to coach individual teachers on Blended Learning models. The district will continue with Blended Learning training and the district will move from partial Blended Learning Classrooms to 21st Century Classrooms.</p> <p>The 6 additional teachers to assist in providing small group instruction across</p>	



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	<p>the district in reading and math. These teachers will not be funded by Federal Title dollars but with ESSER funds. This will allow the district to differentiate instruction at the secondary level and Curriculum Team Leaders will work with teachers on small group, differentiated instruction based on assessment data.</p> <p>Work and professional development with differentiation will continue Summer Camps will continue for all students</p>	
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## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>- <i>Resources (Existing and Needed)</i></li> <li>- <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i></li> <li>- <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> <ul style="list-style-type: none"> <li>- <i>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)</i></li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- <i>What do students need to know?</i></li> <li>- <i>How do we know if they've learned it?</i></li> <li>- <i>How do we intervene for those students who have not learned it?</i></li> <li>- <i>How do extend other opportunities for those who have learned it?</i></li> </ul> </li> </ul>	<b>Budget</b>	
<b>Spring 2021</b>	<p>Our approach will continue to be using the data that we collect through assessments and benchmarking and creating plans for students who are not on track. These plan will be carried over to the 21-22 school year as well.</p>	
<b>Summer 2021</b>		



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<b>2021 - 2022</b>	<p>Our DLT will continue to monitor student progress and offer support to each BLT. Reading initiatives will continue to take place throughout the district as the district continues to implement LTRS training for all elementary teachers. The district will use additional Title funds to employ an additional Title 1 teacher for each elementary school to support gaps in reading and math for grades K-2.</p> <p>The District Action Plan will be revisited quarterly to determine needed support and focus on growth or lack of growth.</p>	
<b>2022 - 2023</b>	<p>Blended Learning and a literacy focus will continue along with structured student supports (tutoring, extended year) for identified students.</p>	



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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>	<ul style="list-style-type: none"> <li>- <i>Resources (Existing and Needed)</i></li> <li>- <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i></li> <li>- <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></li> </ul>	<b>Budget</b>
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>• Having been in session since August 12, 2020 the district has continued to use all of its assets to address social emotional needs. In person students continue to get the support from the school counselors/social workers. These supports include one on one support when needed as well as curriculum taught within the classrooms by the counselors/social workers.</li> <li>• High School support groups continue to meet on a regular basis.</li> <li>• Closing The Achievement Gap (CTAG) continues for all grades 4-12. CTAG staff have been meeting with our most at-risk population of males and females all year providing social emotional curriculum, life skills and academic supports</li> <li>• Health Partners of Western Ohio has a school based health clinic located in Lima Senior High School that serves all students and families of the Lima City Schools. Certified Mental Health specialists are deployed throughout the district for intensive mental health support for our most vulnerable students.</li> <li>• School Resource Officers have over 35 student programs going on in all 9 buildings. These programs provide support for students, reinforce positive behaviors and develop relationships with students and families. School Resource Officers have also made home visits to all of the online learning students to ensure that their needs are being met and they are staying engaged.</li> <li>• All students have been included in the opportunity for after school tutoring and programming throughout the district.</li> </ul>	
<b>Summer 2021</b>	Summer Camps throughout the district will be available for all students who	



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	have suffered through the pandemic as a fun, project based experience that encompasses academics	
<b>2021 - 2022</b>	We will continue with the same processes that we used throughout the 20-21 school year.	
<b>2022 - 2023</b>		





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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>	
<b>Considerations:</b>		<b>Budget</b>
<ul style="list-style-type: none"> <li>- <i>Resources</i> (Existing and Needed)</li> <li>- <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <i>Alignment</i> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>		
<b>Spring 2021</b>		
<b>Summer 2021</b>		
<b>2021-2022</b>		
<b>2022-2023</b>		

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### PLANNING SUPPORT DOCUMENT



As stated by ODE, this is not a one-size-fits-all exercise. 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. The template above has been designed to be as adaptable as possible given the wide range of district experiences and needs. The pages below in the Planning Support Document are designed to assist districts as they think through the nuances that may be significant to their respective district. Educational Service Centers are here to support. Some schools and districts may choose to have similar plans to facilitate effective implementation. ESCs may be able to provide coordination for such collaborative approaches. The following planning support document is provided to assist teams in thinking through the planning process. Additionally, rather than an exhaustive list of resources that quickly becomes overwhelming and outdated, a few key elements have been provided to assist in planning. Districts may also want to consult ODE's [Reset and Restart](#) website and planning guide. Additional planning resources are also available at <http://reframingeducation.org/>. This decision-making framework was developed by Ohio's network of ESCs to assist districts in having authentic conversations about instructional expectations and making plans to reframe education moving forward; we encourage districts to reach out to their ESCs for additional support as needed.

### ACADEMIC PLANNING



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<p><b>Determining Academic Needs</b></p>	<p><b>How will instructional needs be determined?</b></p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Performance on tests (e.g., district assessments, statewide tests, ACTs, etc.); (Districts will not have statewide achievement data until after the end of the school year and may need to identify assessment tools to identify gaps.)</li> <li>● How will districts determine impacted/vulnerable populations?</li> <li>● How will districts/schools combat barriers for disengaged students?</li> <li>● What opportunities were missed due to the inability to access programming? Can any of these opportunities be reinstated in the summer or next school year? (Districts are encouraged to consider this question through an equity lens for student populations-- Students with Disabilities, English Language Learners, Gifted Students, All Learners, etc.)</li> <li>● Access to key opportunities (e.g., advanced mathematics, physics, higher education, interventions, etc.) may have been lost due to the pandemic.</li> <li>● Attainment (e.g., high school diploma, college degree, employment)</li> <li>● What essential elements of determining instructional needs are already in place?</li> <li>● District MTSS Process and Universal Screeners</li> <li>● Use of/Alignment with the OIP/DLT/BLT/TBT process to determine; 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 we extend other opportunities for those students who have learned it?</li> <li>● Gap Analysis for ELA, Math, Science, and Social Studies</li> <li>● Prioritize Literacy and Math</li> <li>● Prioritized Standards</li> <li>● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.</li> <li>● Rising Kindergarteners (These students have spent a significant portion of their life in a pandemic environment. What needs might they have as they enter Kindergarten in Fall 2021?)</li> </ul>
<p><b>Filling Academic Gaps</b></p>	<p><b>How will academic gaps be filled?</b></p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Existing processes and supports</li> <li>● Partnerships (ESC, libraries, museums, after-school programs, civic organizations, pre-school providers, etc.)</li> <li>● MTSS processes</li> <li>● Effective district-wide/school-wide leadership teams focusing on achievement gaps</li> <li>● Data-based decision-making - How will achievement gaps be addressed in BLTs and TBTs?</li> <li>● Will measurable objectives be required? Or will these be supplemental offerings that the parent/guardian may choose to have their student participate in and benefit from?</li> <li>● What happens with students who do become proficient?</li> <li>● Triage plans for Seniors/Credit Recovery Options for HS</li> <li>● Supports for IEPs/Compensatory Services, Written Education Plan (WEP) adjustments, etc.</li> <li>● Student Success Plans</li> <li>● Personalized learning opportunities</li> </ul>

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	<ul style="list-style-type: none"> <li>Clear instructional plans have been created with prioritized standards</li> <li>Clear instructional plans have been communicated with staff, parents, and other stakeholders</li> <li>Cross grade-level communication</li> <li>Coordination with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc.</li> <li>Who, When, How... Cohorts, Family PODs, Layout, and Delivery</li> <li>How do we ensure at-risk students are taking advantage of the opportunities?</li> <li>How can disengaged students be reengaged?</li> <li>How can ESC Family and Community Partnership Liaisons support this work with vulnerable student populations including but not limited to disengaged students?</li> <li>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.)?</li> </ul>
<b>Determine Competency</b>	<p>What method(s) will be used to <b>determine competency</b> for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement)</li> <li>Develop and communicate a plan for promoting students vs. retention</li> <li>Consider equity of practices, long-term consequences, social/emotional factors</li> </ul>
<b>Resource Link(s):</b>	<p><a href="#">What Works Clearinghouse</a>            Priority <a href="#">Math</a>, <a href="#">Reading</a> and <a href="#">Writing</a> Standards  <a href="#">Determination of Student Educational Needs</a>  <a href="#">Exceptional and At-Risk Youth</a>  <a href="#">District &amp; Building Level Educational Considerations &amp; Planning</a>  <a href="#">Teacher Level Educational Considerations and Planning</a>  <a href="#">Non-Building Based Learning Opportunities</a>  <a href="#">Ohio Improvement Process</a></p>

## SOCIAL & EMOTIONAL NEEDS

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<b>Determining Social Emotional Needs</b>	<p><b>How will social and emotional needs be determined?</b></p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>District MTSS Process and SEL Screeners</li> <li>Student Wellness and Success Plans</li> <li>Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners.</li> <li>How can ESC Family and Community Partnership Liaisons support in this area?</li> <li>Are there prevention services/opportunities available through ADAMS and ESCs?</li> </ul>
<b>Addressing Social and Emotional Needs</b>	<p><b>How will social and emotional needs be addressed?</b></p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>MTSS processes</li> <li>Alignment to existing Wellness Plans</li> <li>Alignment to existing Student Success Plans</li> <li>Triage plans</li> <li>Integrate, coordinate, and align with relevant partners to support this work including ESCs, SSTs, ADAMHS boards, key health care, behavioral health, social services and cultural partners.</li> <li>Comprehensive Support for Students - screen for social and medical services (work with community agencies), identify students who need instructional support (mentors, tutors, peer support, etc.)</li> </ul>
<b>Resource Link(s):</b>	<p> <a href="#">Panorama Equity Guide to Student Learning Loss</a>  <a href="#">CASEL Online SEL Assessment Guide</a>  <a href="#">Ohio's K-12 Social &amp; Emotional Learning Standards</a>  <a href="#">INFOhio's Educator Tools Curriculum Library</a> (filter for "Social Emotional Learning" under Subject)  <a href="#">Ohio's Whole Child Framework</a> </p>

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PROFESSIONAL LEARNING NEEDS	
<b>Professional Learning</b>	<p>What <b>professional development</b> activities will be needed/offered to your school district’s teachers and partners to support learning recovery?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> <li>● Create and communicate a Professional Learning plan that includes professional development to help teachers determine academic needs, social emotional needs and to coach partners.</li> <li>● How will teachers, stakeholders, and others be brought into the planning and professional learning process?</li> <li>● If schools are looking to partners to support learning recovery, how will efforts be coordinated?</li> <li>● How will tutors or others be trained?</li> <li>● What school staff/ESC/SST staff can support training community partners?</li> <li>● Alignment to the Ohio Improvement Process and One Needs Assessment</li> <li>● What social and emotional PD will help teachers address wellness needs of students and staff recovering from added pandemic stressors? (Consider alignment to Student Wellness and Success Plans)</li> </ul>
<b>Resource Link(s):</b>	<p><a href="#">Professional Learning Supports</a></p> <p><a href="#">Mental Health Resources</a></p> <p>ESC Customized Support</p>