



# Learning Recovery & Extended Learning Plan

District Name:	Bridges Preparatory (Community) Academy
District Address:	190 St. Francis Ave. Tiffin, OH 44883
District Contact:	Brianne Fox
District IRN:	000311

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](mailto:ExtendedLearning@education.ohio.gov)

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



# Learning Recovery & Extended Learning Plan

## Identifying Academic Needs

### Impacted Students:

Bridges is identifying the most important academic needs by utilizing the following data:

- Performance Index Scores current scores indicate high regression in students progress; Fall 2019 PI = 45.8 compared to Fall 2020 PI= 42.3; Winter 2020 PI= 48.9 compared to Winter 2021 PI= 41)
- Percentage of students in each projected performance category: MATH: Limited= 59%; Basic=13.6%; Proficient= 13.6%; Accelerated= 6%; Advanced= 3%; READING: Limited= 47%; Basic: 22.7%; Proficient= 9%; Accelerated= 9%; Advanced= 7.5%
- Third, Fifth, and Sixth grade are the highest need grades (THIRD GRADE: 4-5 of 7 students performing in Limited or Basic in Math & Reading; FIFTH GRADE: All student performing in Limited or Basic in Math and 7 of 9 performing in Limited or Basic and 1 proficient, 1 Accelerated in Reading; SIXTH GRADE: All 11 student performing in Limited or Basic in both Math and Reading)
- Students identified as SPED= 33.3%

### 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?
  - 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?

### Budget

### Spring 2021

Individualized Small Group Sessions built into daily schedule: March 1, 2021- May 20,2021

\$12,500

### Summer 2021

Summer Reinforcement Program: May 31, 2021- June 25, 2021 (will resume at the end of each subsequent academic year through FY 2023)

\$12,500



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	- Kindergarten Boot Camp: August 2, 2021- August 20, 2021 (will resume at the beginning of August in each subsequent academic year through FY2023)	
<b>2021 - 2022</b>	-Individualized Small Group Session built into daily schedule + After school tutoring  Summer Reinforcement Program  - Kindergarten Boot Camp	\$25,000
<b>2022 - 2023</b>	-Individualized Small Group Session built into daily schedule + After school tutoring  Summer Reinforcement Program  - Kindergarten Boot Camp	\$25,000



## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/ Overcoming Barriers</b>	<p>Additionally, the School will assess gaps by utilizing the above-identified data that indicated regression in performance progress during the 2020-2021 academic year compared to pre-COVID growth progress data. To address these gaps, Bridges will implement several intervention programs:</p> <ul style="list-style-type: none"> <li>- <b>After School Tutoring:</b> Small group and individualized, after-school tutoring with grade-level teachers and aids. This program will extend to all grades K-6 with and strongly encouraged for grades 3-6 (grades completing OST); The focus of this program will be on reinforcing content standards in Math and reading and bridging the gaps in these deficits; This program will begin upon the return to in-person learning.</li> <li>- <b>Summer Reinforcement Program:</b> Sessions will be held on an individualized basis for intensive remediation in Math and Reading; This program will be open to Rising first-graders- Rising 6th graders; Any student can enroll in this program</li> <li>- <b>Kindergarten Boot Camp:</b> Sessions will allow new Kindergarten students to complete Kindergarten Screening with the Teacher; From baseline data collected, the KG teacher will develop a success plan that the students can work on prior to the first day of school; Parents can bring students in once a week to work 1:1 with the KG teacher or aid to work on identified areas for improvement until one week prior to the first day of school.</li> </ul>
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		Budget
<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>Spring 2021</b>	<p>Facilitate assessments in small groups to guide instruction and determine if student can move to next level small group; utilize spring MAP testing and Spring OST testing results to guide instruction and plans for summer programs and the upcoming academic year</p>	N/A
<b>Summer 2021</b>	<p>Facilitate assessments throughout the summer program to determine competency of students; for third grade students who did not meet the promotion score or reading subscore Summer reinforcement program will be recommended for promotion to 4th grade and Summer Administration of 3 Grade ELA may be given as well.</p> <p>Student performance data obtained during this time will be given to grade level teacher to guide instruction for upcoming academic year</p>	TBD
<b>2021 - 2022</b>	<p>The above process for Spring 2021 and Summer 2021 will continue in each of the consecutive academic years to improve student progress.</p> <p>Spring 2021 process will also be implemented in the fall to guide instruction and plans for summer programs and the upcoming academic year. MAP testing the Fall 3rd grade ELA test will be utilized for guidance.</p>	TBD



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**2022 - 2023**

The above process for Spring 2021 and Summer 2021 will continue in each of the consecutive academic years to improve student progress.

Spring 2021 process will also be implemented in the fall to guide instruction and plans for summer programs and the upcoming academic year. MAP testing the Fall 3rd grade ELA test will be utilized for guidance.

TBD



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## Approaches to Identify Social & Emotional Needs

<b>Impacted Students:</b>	The School will maintain partnership with Rachel Hummel-Sass, Psy. D., LLC. to provide students assessments and counseling services. Teachers will continue the process of notifying the Intervention Coordinator of students needs as observed in class.	
<b>Considerations:</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, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	The School will maintain partnership with Rachel Hummel-Sass, Psy. D., LLC. to provide students assessments and counseling services. Teachers will continue the process of notifying the Intervention Coordinator of students needs as observed in class.	
<b>Summer 2021</b>	The School will review partnership with Rachel Hummel-Sass, Psy. D., LLC. to provide students assessments and counseling services. Teachers will continue the process of notifying the Intervention Coordinator of students needs as observed in class.	
<b>2021 - 2022</b>	The School will maintain partnership with Rachel Hummel-Sass, Psy. D., LLC. to provide students assessments and counseling services. Teachers will continue the process of notifying the Intervention Coordinator of students needs as observed in class.	
<b>2022 - 2023</b>	The School will maintain partnership with Rachel Hummel-Sass, Psy. D., LLC. to provide students assessments and counseling services. Teachers will continue the process of notifying the Intervention Coordinator of students needs as observed in class.	

\*Utilize grant funding currently in place through County wellness grant and

N/A

\*Grant funding based on rollover available; Will review fiscal needs for this service

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# Learning Recovery & Extended Learning Plan

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## Approaches to Address Social and Emotional Need

<b>Approaches &amp; Removing/Overcoming Barriers</b>	Additionally, the Intervention Coordinator, teachers and services providers will continue to work collaboratively to identify needs and provide the appropriate prevention and intervention strategies.	
<b>Considerations:</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>Budget</b>
<b>Spring 2021</b>	Maintain current practices for identifying, assessing and supporting students	TBD
<b>Summer 2021</b>	Review current practices form improvement including staffing needs	N/A
<b>2021-2022</b>	Implement any changes determined from summer 2021 review of practices in place during the 2020-2021 academic year; Review again summer 2022 if needed	TBD
<b>2022-2023</b>	Implement any changes determined from summer 2022 review of practices in place during the 2020-2021 academic year; Review again summer 2023 if needed	TBD



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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





# Learning Recovery & Extended Learning Plan

## Determining Academic Needs

How will **instructional needs** be **determined**?

Bridges is identifying the most important instructional needs by utilizing the following data:

- Performance Index Scores current scores indicate high regression in students progress; Fall 2019 PI = 45.8 compared to Fall 2020 PI= 42.3; Winter 2020 PI= 48.9 compared to Winter 2021 PI= 41)
  - Percentage of students in each projected performance category: MATH: Limited= 59%; Basic=13.6%; Proficient= 13.6%; Accelerated= 6%; Advanced= 3%; READING: Limited= 47%; Basic: 22.7%; Proficient= 9%; Accelerated= 9%; Advanced= 7.5%
  - Third, Fifth, and Sixth grade are the highest need grades (THIRD GRADE: 4-5 of 7 students performing in Limited or Basic in Math & Reading; FIFTH GRADE: All student performing in Limited or Basic in Math and 7 of 9 performing in Limited or Basic and 1 proficient, 1 Accelerated in Reading; SIXTH GRADE: All 11 student performing in Limited or Basic in both Math and Reading)
  - Students identified as SPED= 33.3%
- Furthermore, MAP testing data will be reviewed to identify specific performance areas for improvement. Understanding where these gaps are will shape instructional delivery.

## Filling Academic Gaps

The School will address gaps by utilizing the above-identified data that indicated regression in performance progress during the 22020-2021 academic year compared to pre-COVID growth progress data. To address these gaps, Bridges will implement several intervention programs:

- After School Tutoring: Small group and individualized, after-school tutoring with grade-level teachers and aids. This program will extend to all grades K-6 with and strongly encouraged for grades 3-6 (grades completing OST); The focus of this program will be on reinforcing content standards in Math and reading and bridging the gaps in these deficits; This program will begin upon the return to in-person learning.
- Summer Reinforcement Program: Sessions will be held on an individualized basis for intensive remediation in Math and Reading; This program will be open to Rising first-graders- Rising 6th graders; Any student can enroll in this program
- Kindergarten Boot Camp: Sessions will allow new Kindergarten students to complete Kindergarten Screening with the Teacher; From baseline data collected, the KG teacher will develop a success plan that the students can work on prior to the first day of school; Parents can bring students in once a week to work 1:1 with the KG teacher or aid to work on identified areas for improvement until one week prior to the first day of school.



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<b>Determine Competency</b>	<p><b>Third Grade:</b> Bridges will utilize State of Ohio recommendations regarding promotion and retention of third graders. Any student who did not meet the promotion score or reading subscore will be reviewed on a case by case basis with the Director and teacher to determine promotion or retention.</p> <p><b>KG, 1st, 2th, 4th, 5th and 6th Grade:</b> Bridges will utilize similar State of Ohio recommendations regarding the promotion and retention of students in grades KG, 1st, 2nd, 4th, 5th and 6th. Any student who did not meet proficient standing on State of Ohio Assessments, and did not show competency in course work will be reviewed on a case by case basis with the Director and teacher to determine promotion or retention of the student.</p>
<b>Resource Link(s):</b>	<p><a href="#">What Works Clearinghouse</a>  <a href="#">Priority Math, Reading and Writing Standards</a>  <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

<b>Determining Social Emotional Needs</b>	<p>How will <b>social and emotional needs</b> be <b>determined</b>?</p> <p>The School will maintain partnership with Rachel Hummel-Sass, Psy. D., LLC. to provide students assessments and counseling services. Teachers will continue the process of notifying the Intervention Coordinator of students needs as observed in class. The school will continue to address and effectively apply the student success and wellness plans</p>
<b>Addressing Social and Emotional</b>	<p>How will <b>social and emotional needs</b> be <b>addressed</b>?</p> <p>The Intervention Coordinator, teachers and mental health and therapy services providers will continue to work collaboratively to identify needs and provide the appropriate prevention and intervention strategies.</p>



# Learning Recovery & Extended Learning Plan

**Needs**




# Learning Recovery & Extended Learning Plan

## 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>Professional development opportunities will aim to engage our teachers, staff and service providers in supporting learning recovery. These opportunities may include:</p> <ul style="list-style-type: none"><li>● Analyzing testing data for daily instruction</li><li>● Restorative Justice response model</li><li>● Trauma-Informed training</li><li>● De-escalation training</li></ul>
<b>Resource Link(s):</b>	<p><a href="#">Professional Learning Supports</a> <a href="#">Mental Health Resources</a> ESC Customized Support</p>