



Learning Recovery & Extended Learning Plan

District Name:	Warren City Schools
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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.



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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:	<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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Considerations: <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? 	Budget
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Spring 2021	<p>During the fourth grading period the district has brought back both hybrid A and B groups for five day a week instruction. In doing so this allows for the amount of instructional time to be more than doubled. The District has identified the priority standards and necessary skills in Literacy and mathematics at each grade level K-8 and Core Content areas at the high school level, that students must have a firm grasp on in order to be successful at the next grade level.</p> <p>The District utilizes NWEA Map as its benchmark assessment, as well as data collected through common district grade level assessments for checkpoints of learning administered between benchmark assessments throughout the year. Throughout the course of the year the District has been utilizing online digital platforms that are adaptive in nature to intervene and enrich such as; Headsprouts K-4 and Edmentum/Exact Path K-12.</p> <p>In addition, the high school has been utilizing Khan Academy for practice in core content areas and to develop College and Career Readiness. Identified groups of students also receive services as outlined in their IEP and WEP's to meet their goals. This will continue through spring 2021.</p>	
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	<p>Throughout the entire 2020-2021 school year the district implemented a robust plan to maintain student and family contacts to monitor and increase engagement of students in their learning. Throughout the course of the year and continuing throughout the remainder of the school year, devices, hotspots, manipulatives and other materials were provided to each student to remove barriers commonly associated with low socio-economic areas.</p> <p>Mid-year, a critical focus to increase student engagement was added to each building plan, with agreements and actionable steps determined by the BLT to increase student engagement which should have a direct effect of increased academic student outcomes. The engagement focus is monitored through TBT and BLT.</p> <p>Throughout the 2020-2021 school year there has been on-going and consistent communication from the District to families as well as from buildings to families regarding student progress and engagement. The District will continue to utilize the identified means of communication with families and other stakeholders.</p> <p>Warren City School ensures all plans such as OIP, Wellness, CCIP, etc... are aligned and operate focusing on student academic success and social and emotional wellness for the students in the Warren City Schools. Any future plans, will operate under this premise and therefore will align.</p>	
<p>Summer 2021</p>	<p>District will utilize the District benchmarking system and other district common assessments will be used to determine the interventions and enrichments throughout the month of June. The District plans to operate a full school day, Monday through Thursday throughout the month of June, to address the academic and social and emotional needs while planning enriching activities to meet the needs of the whole child.</p> <p>Part of planning for summer, the District will purchase and/or create curriculum that will meet the differentiated needs of students identified by District assessments. This opportunity will be offered to all students K-12, as all students have gaps in their learning due to a year of education during a global pandemic. Additionally, the high school will provide extended and flexible credit recovery opportunities for students.</p> <p>At the conclusion of June, post assessments will be administered and that data will be analyzed to identify gap areas. All students K-11 will be invited to Summer Bridge. Final grades and data collected throughout the school year will be used to identify students that must attend. Data will be utilized for instructional planning at the beginning of the 2021-2022 school year.</p>	



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	<p>During August, the DLT and BLT's will meet to triangulate student achievement data, GAP analysis and identified priority standards/skills in order to create SMART Goals, that will decrease gaps and increase overall achievement.</p>	
2021 - 2022	<p>Early August, professional development will be provided to staff to kick-off the 2021-2022 school year to address a curriculum that reflects a focus on priority standards from 2020-2021 and linking them with new grade level standards. Professional development, specific to the science of reading, will be a major focus in the primary grades to increase student outcomes.</p> <p>Warren City Schools will continue to use the Ohio Improvement Process to examine district created assessments, Benchmark Assessment System data, state testing data and attendance and discipline data to determine which students need intervention or enrichment.</p>	
2022 - 2023	<p>Warren City Schools will continue to use the Ohio Improvement Process to examine district created assessments, Benchmark Assessment System data, state testing data and attendance and discipline data to determine which students need intervention or enrichment</p>	



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Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>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>
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Considerations:	Budget
<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? 	

Spring 2021	<p>During the fourth grading period the district has brought back both hybrid A and B groups for five day a week instruction. In doing so this allows for the amount of instructional time to be more than doubled.</p> <p>District has a benchmark system and common assessments that focus on the prioritized standards. Hybrid students are returning to 5 day per work for in person instruction beginning March 15, 2021. District abides by transportation guidelines for transporting students. For full online students in K-8 buildings have a designated intervention time in addition to the focused daily instruction in each core content area. Each building continues to address learning gaps either through small group instruction in the core or a designated intervention time. The district is currently reviewing and planning for middle school interventions to address the phonological gap. The Office of Curriculum and Instruction has been and will continue working closely with SST5 on choosing the appropriate curriculum to address student academic needs as well as supporting and providing avenues for all coaches and teachers to receive training on the phonological curricular work.</p> <p>Inspiring Minds, a local non-profit, is a partner with the Warren City Schools for the Ohio Collaborative for Educating Remotely and Transforming Schools. During the time students were hybrid, students were scheduled in two hour increments to come to in person sessions to complete work and receive</p>	
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	<p>additional supports while focusing also on college and career readiness through Naviance, a school based platform used in grades 6-12. Now that all hybrid students have returned to five day a week in person instruction, the students identified in the IM program will have their sessions scheduled after the instructional day to still receive instructional support or the structure in order to complete work and monitor student's social and emotional well-being.</p> <p>Administrators and liaisons conduct home visits, teachers and administrators utilize phone calls, Remind, email weekly monitored contact log sheets by each teacher. There has also been a system of support established at each building for technology issues through tech. For each help desk ticket created by a parent, the concern is addressed within 24 hours. Support could be over the phone, virtual help session or even a face to face session to answer the parent's questions with device demonstration.</p> <p>In partnership with EOESC, a career counselor has assisted students in grades 6-12 exploring careers, high school guidance counselors and counselors through My Path (formerly MVCAP) worked with high school students planning and completing all required forms for post-secondary planning.</p>	
Summer 2021	<p>The District plan is that all students in grades K-11 will participate in the extended learning opportunity the month of June. The students will participate in a 6 hour day, four days per week. Instruction to be provided via their classroom teacher(s) with a focus on the prioritized standards/themes that the Office of C&I has been charged with identifying and developed through the lens of the identified gap analysis. The District is currently reviewing and planning for middle school interventions to address the phonological gap, and will purchase and/or create curriculum and curricular materials that meet the differentiated needs of students identified by District assessments. This opportunity will be offered to all students K-11, as all students have gaps in their learning due to a year of education during a global pandemic. Additionally, the high school will provide extended and flexible credit recovery opportunities for students.</p>	



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2021 - 2022	<p>The District will implement a strategic focus with phonological awareness and word study in grade K-8 tied to the science of reading. This not only aligns to OIP, but demonstrates alignment to Ohio's Plan to Raise Literacy.</p> <p>Under the WCS Reading Improvement Plan, utilizing the MTSS process, to provide literacy interventions such as full implementation of Heggerty and a systematic phonics program in K-3. In addition the MTSS process will be utilized to provide intervention such as 95%, Really Great Reading, and Wilson to close gaps. A decision flow chart will be utilized to determine the best intervention for each student based on assessment results. Professional development for all staff K-3 is Keys to Beginning Reading to strengthen the core and in grades 4-12 Keys to Vocabulary to provide scaffolds for struggling readers.</p> <p>The district is providing strategic math intervention in grades 5-12 while primary utilizes Edmentum to close gaps. During the second semester the District will develop a district math leadership team to develop tiers of intervention based on current data.</p> <p>At Warren G. Harding High School graduation pathways will be the focus determining a plan and pathway for each student. Through the use of Raider Time at the high school, this is a 30 minute period of time for all students to be used for intervention, career exploration, SEL explicit lessons, etc...based on needs of students.</p>	
2022 - 2023	Warren City Schools will continue to plan from the 2021-2022 school year and monitor this plan, making adjustments accordingly.	



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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:		Budget
<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, OIP, CCIP-related plans, graduation plans, student success plans, etc.) 		
Spring 2021	<p>Throughout the school year teachers, administrators, counselors and School Community Liaisons have followed up with parents and students regarding attendance and disengagement. Counselors have been providing support sessions for students, helping parents with referrals to outside agencies and conduct risk assessments for students. All plans supported through OIP, Success Plans, Graduation Task Force, etc. and action steps at each building focus on engagement, attendance, and identified students that need the focused support.</p> <p>Administrators and liaisons conduct home visits, teachers and administrators utilize phone calls, Remind, email weekly monitored contact log sheets by each teacher. There has also been a system of support established at each building for technology issues through tech. For each help desk ticket created by a parent, the concern is addressed within 24 hours. Support could be over the phone, virtual help session or even a face to face session to answer the parent's questions with device demonstration.</p> <p>Inspiring Minds, a local non-profit, is a partner with the Warren City Schools for the Ohio Collaborative for Educating Remotely and Transforming Schools. During the time students were hybrid, students were scheduled in two hour increments to come to in person sessions to complete work and receive additional supports while focusing also on college and career readiness through Naviance, a school based platform used in grades 6-12. Now that all hybrid students have returned to five day a week in person instruction, the students identified in the IM program will have their sessions scheduled after the instructional day to still receive instructional support or the structure in order to complete work.</p> <p>Over the past 11 years, the Warren City Schools has maintained its partnership with CASEL (Collaborative for Academic, Social, and Emotional Learning). Each grade level, throughout the pandemic, maintained daily student check-in's with a focus on social and emotional learning (SEL). As hybrid students have returned to five day a week in person instruction, the time for social and emotional learning has been extended each day to best</p>	



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	<p>meet the needs of students. This is not only accomplished with daily classroom meetings but also through an adopted SEL curriculum K-12. In each of the four PK-8 buildings there has been literature purchased through a grant that is more culturally relevant for students of color. These read alouds will be used during SEL themes for the remainder of this year and into next.</p> <p>Warren City Schools will also utilize the PBIS Framework as part of OIP.</p> <p>We continue to address student and family needs through transition programs, PK to K, Kindergarten registration being able to have both in person and virtual, and 8th grade transition meetings with students and parents.</p>	
<p>Summer 2021</p>	<p>Students social and emotional needs are monitored through summer programs, checking in with families during summer feeding programs at school and community sites.</p>	
<p>2021 - 2022</p>	<p>Warren City Schools will continue to use student success plans which identify students that are identified through an early warning system due to attendance, grades and discipline. WCS also partners with Valley Counseling Services and Psycare to provide behavior intervention and clinical counseling services to students needing those supports.</p> <p>Drug and alcohol prevention services are available through Compass Family and Community Services who have counselors dedicated to our district for direct programming to target grade levels and direct support to identified students and families.</p> <p>Additionally, the position of the Associate Superintendent of Student Services, Student Wellness and Success was created to have a defined office for oversight and work on the non-academic areas of students within the district. This includes a direct focus on utilizing our SEL curriculum K-12 to build relationships dive deeply into the five CASEL Competencies and build the climate for conducive and thriving school environments. Each student has time built into their daily schedule to focus on explicit lessons in learning skills taught with the SEL curriculum, then having it applied through the academic parts of the day. A district-wide data review and systemic focus on PBIS Tier I as the foundation to establish learning environments where expectations and class agreements provide the climate for each classroom to be productive learning environments.</p> <p>At the high school Freshman Advisory utilizes the School Connects curriculum</p>	



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	for SEL explicit teaching and Naviance to assist students in determining pathways for graduation and post-secondary options in order to set goals early in their high school career.	
2022 - 2023	Warren City Schools will continue to plan from the 2021-2022 school year and monitor this plan, making adjustments accordingly.	

Approaches to Address Social and Emotional Need



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>
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Considerations:	Budget
<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.) 	

Spring 2021	There has been a systematic approach to SEL throughout the District, supported by an 11 year partnership between the Warren City Schools and CASEL. This is accomplished through daily SEL lessons provide through the adopted curriculum K-12,. A system of check-in's through liaisons, counselors, teachers and administration through the lens of attendance and engagement. Additionally, resources are provided to the District through a	
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	<p>weekly SEL Inbox (best practice strategies) that address culturally relevant instruction, how to make classrooms more inclusive, and shares other district's focus of how they are addressing SEL across the country through a publication known as CASEL Soundbites. There as also been a professional development session for all building level administrators on supporting staff as well as students, presented by the co-founder of CASEL.</p>	
<p>Summer 2021</p>	<p>We will continue to implement SEL practices throughout the extended learning opportunities the month of June and August. Our partnership through IM also recognized the need to support student social and emotional health and well-being during their summer programming.</p> <p>District will continue to use Freshman Academy as a transition program for incoming freshman to the high school. Here students get a tour of the school, meet their teachers and develop a deeper understanding of the W.A.R.R.E.N Acronym in high school. During this time students are able to form connections with their teachers, administrators and with students from across the district as they join together in one high school. Advisors for clubs and organizations are also present showcasing how students can get connected outside of academics to promote an additional connection and sense of belonging in school.</p> <p>The Warren City Schools will continue to provide summer feeding to all children under the age of 18 in the city of Warren. To ensure accessibility of food five days a week there are a variety of feeding sites across the city.</p>	
<p>2021-2022</p>	<p>Warren City Schools will continue to monitor this plan and make any necessary adjustments to meet our students' needs.</p> <p>PK-8 buildings and high school are specifically addressing and approaching SEL and PBIS through direct instruction and gradually releasing students to practice and embed SEL skills throughout the academic day.</p> <p>There has been focused professional development through the lens of SEL and foundation of PBIS. Surveys have been conducted, data being analyzed by central office, guidance counselors and building principals. January 2022 counselors in each building will be leading round table discussions with groups of students regarding targeted questions that students answered in the survey to gain better insight and listen to students to identify specific student needs and determine next steps for shifting practices to make better</p>	



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	outcomes for students.	
2022-2023	Warren City Schools will continue to monitor this plan and make any necessary adjustments to meet our students' needs.	



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