

Learning Recovery/Extended Learning Plan

BOBCAT PROUD



Bowling Green City Schools

District/Building Team Members: Extended Learning Plan Team

(Teachers, DEA President, Building Administrators, District Administrators) 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.”

He 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?

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 Centers and other regional and community-based partners.

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.



Learning Recovery/Extended Learning Plan

Academic Needs

Guiding Questions:

What approaches will the district use to fill learning needs?

What steps will be taken to remove/overcome barriers that may be associated with “Gap Filling Approaches”? How do we intervene for those students who have not learned content?

Identifying Academic Needs	Resources Available
Align the One Plan, strategies, and indicators to identify needs. Data will be analyzed and discussed at TBT, BLT, and DLT meetings.	AimsWeb Winter and Spring Benchmark OST
Determine the gaps in skills and knowledge for each grade level in ELA and math.	ACT Classroom Assessment
Use data for subgroups to determine the need for increased supports and interventions.	Teacher Input
Identify high school students at risk of not graduating.	Credits/Transcripts Course Grades - OST Points and Progress in Pathways



Addressing Academic Needs	Resources Available
<p>Summer Bobcat Boost for students, grades 1-12, to engage students in the learning process.</p>	<p><i>High School-</i> Credit Recovery Health, Economics and Algebra Readiness <i>Middle School/Elementary-</i> Reading/Writing Math Intervention</p>
<p>Provide targeted instructional support.</p>	<p>Instructional Paraprofessionals- K-12 Intervention Specialists K-12 Teacher K-12 Additional Staffing: 5 Reading Specialist</p>
<p>Develop and implement a model for literacy instruction to close gaps and provide targeted intervention.</p> <p>Implement evidence based instructional strategies and frameworks.</p>	<p>Explicit and Systematic Phonics and Phonemic Awareness Instruction for Reading Intervention.</p> <p>Comprehension and Vocabulary Instruction.</p> <p>Additional Reading Specialist for each building</p>
<p>Revise all curriculum and pacing guides through cross-grade collaboration to narrow curriculum and prioritize greatest needs.</p>	<p>- Math - ELA</p>



	<ul style="list-style-type: none"> - Science - Social Studies
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Social Emotional Needs

Guiding Questions:

How will the district 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)?

Identifying Social Emotional Needs	Resources Available
Analyze attendance data and trends.	Attendance Data
Analyze behavior data.	Discipline Data
Analyze Grades	Course grades, class participation



Addressing Social Emotional Needs	Resources Available
Children's Resource Center services during the summer:	<p>Students who currently work with the school based therapists will have the opportunity to continue therapy through outpatient services.</p> <p>Early Intervention therapists from CRC (partnership grant program) will provide social skills lessons to Kindergarten and 1st grade students attending summer school.</p> <p>*The district will continue to work with CRC and STARS to provide other mental health support to all families..</p>
Partner with community agencies.	No Kids Hungry will provide free meals to families participating in Bobcat Boost.
Second Step Curriculum	<p>-Morning Meeting</p> <p>Direct Instruction/Lesson Participation</p>
Support and provide resources for students, K-12	<p>2- Additional District Social Workers</p> <p>1- Additional District Behavior Specialist</p>



Bobcat Boost: K-5 Summer School

- Incoming K to 5th grades
- June 22nd to July 9th
- Tuesday through Friday, 8:45AM to 12:30PM
- K-5 will meet at Crim Elementary
- 120 students (20 per grade level)
- Transportation included
- Free to students selected (based on assessment data)
- July 6-12: 3rd Testing Window

8:45-9:00	Arrival
9:00-10:15	Literacy Block (BG certified teacher)
10:15-11:30	Math Block (BG certified teacher)
11:30	Dismissal

6-12 Bobcat Boost

- MS June 21-July 9, 2021
- HS June 21- July 16- testing within window
- Tuesday through Friday, 8:45AM to 12:30PM
- Location: BGMS
- 120-200 students
- Transportation included
- Free of cost to invited families (based on assessment data)

8:45-9:00	Arrival
9:00-10:15	Period 1 (BG certified teacher)
10:15-11:30	Period 2 (BG certified teacher)
11:30	Dismissal

**9-12 Bobcat Boost Schedule**

8:45-9:00	Arrival
9:00-10:15	Credit Recovery Period 1
10:15-11:30	Credit Recovery Period 2
11:30	Dismissal



Instructional Support 2021-2022

Bowling Green is hiring **additional staff** for the 2021-2022 to support students using the ESSR funds:

5 Reading Specialist

6- .5 Tutors

1- Behavior Specialist

2- Social Workers

	Current Literacy Specialist	Total for 2021-2022	Students Served 2020-2021	Students Served Prior to Covid	Projected Students Served 2021-2022
Conneaut	1	3	30	45	115
Crim	2	3.5	77	70	116
Kenwood	1.5	3	58	85	113

	Current Tutors	Total for 2021-2022	Students Served 2020-2021	Students Served Prior to Covid	Projected Students Served 2021-2022
BGMS	2(.5)	3 (.5)	0	80	120
BGHS- Readers Workshop	2(.5)	3 (.5)	0	80	120

Social Emotional Support Additions

District	2 Social Workers
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District	Behavior Specialist
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