



Van Wert City Schools Learning Recovery and Extended Learning Plan

The following outlines the steps VWCS has taken / will take to identify and address the learning and social emotional needs of students during the pandemic.

Identifying Academic Needs: *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)?*

The number one focus of VWCS has been to allow for in-person learning. After surveying our stakeholders (parents, students, teachers and community members), it was obvious that this has always been an extreme priority. As a result, teaching staff, administration and teacher teams began working together prior to the 2020-21 school year (June - August) to make this a reality, and VWCS has been providing in person instruction, 5 days a week, since August. VWCS has utilized the Ohio Improvement Process for several years now to coordinate district, building level, and teacher teams. Having these teams and processes in place already has enabled us to effectively communicate and plan during a very difficult time period.

Full in person instruction has allowed VWCS to be extremely 'in tune' to all students and their individual needs, both academic and social-emotional. We have embraced a Multi-tiered System of Supports by partnering with Solution Tree to look at the Four Essential (Core) Questions, to identify Essential Standards, to provide Common Formative Assessments, and to drive data informed teacher collaboration focused on best instructional practices and identifying students in need of intervention. All building schedules have teacher collaboration time, and intervention time built in daily. Through using common formative assessments, we are able to intervene more effectively, by standard / by student. This collaborative approach is also effective in assessing and addressing the social emotional needs of students, identifying those students who may need additional counseling or classroom monitoring. Teachers use the daily collaboration time to analyze common assessments, discussing which students are struggling with essential skills and content. Appropriate interventions are then developed and delivered by teachers.

VWCS will use the following means to determine which students have been most impacted by the pandemic in terms of learning progress:

*Early Childhood Center: RTI Process / Bass / DSA / Star / pre and post assessments / observation survey / Early Learning Assessment



*Van Wert Elementary School: RTI Process / Bass / DSA / Star / pre and post assessments (Freckle / teacher created, common assessments)

*Van Wert Middle School: RTI process / teacher created, common assessments to identify specific gaps on standards, pre and post tests / Star

*Van Wert High School: RTI process / teacher created, common assessments to identify specific gaps on standards, pre and post tests / Star

Approaches to Address Academic Gap Filling: *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)?*

As mentioned above, VWCS is reimagining our approach to intervention for ALL students (RTI / MTSS). In doing this, we have partnered with Solution Tree for training and resources and have been working since March 2020 to integrate a system of support for all students. We believe that in doing this effectively, we will be able to / have been able to identify specific learning gaps / needs whether those fall into academic or social emotional (or both) categories. Specifically, all teachers will work in teams with the Core Questions in mind. All teachers will identify Essential Standards (guaranteed and viable curriculum). Teachers will create common assessments. Teachers will share those assessment results with their teams with the purposes of: 1. Informing instruction (what worked / what did not work) 2. Sharing best practices 3. Designing and implementing interventions (remediation / extension).

VWCS will use the following means to address students who have been most impacted by the pandemic in terms of learning progress:

*Early Childhood Center: Title I (Leveled Literacy Instruction) / phonemic awareness instruction at the beginning of year / small group instruction / progress monitoring / assessing for special services / extended school year (8 weeks, 2 days a week in summer focusing on academic and social - emotional skills)

*Van Wert Elementary School: Title I (Leveled Literacy Instruction) / differentiated instruction / small group instruction / targeted interventions / If a need is identified, those students are provided an opportunity for summer instruction. Most vulnerable students are referred for this instruction.

*Van Wert Middle School: Academic Contract is built into the school day targeting for the most at risk students (based on scores and / or skill gaps). This coordinates teachers, intervention specialists, and counselors / Target Time (for 'smaller' gaps) is available for 20 min each day / Taking Care of Business (TCB) is morning and afternoon extra help available to target students /



a Bridge program is available in the summer for any 'failing grades' in a core content area. Students are assigned to attend this 60 hour program with heavy focus on reading, writing, and math / differentiated instruction / small group / targeted interventions

*Van Wert High School: Credit Recovery courses are provided to assist students in 'catching up' on lost core classes / Online instruction opportunities are available through NOVA (monitored by VWHS staff) / Math Lab is offered and designed for those students identified as at risk for meeting graduation requirements / differentiated instruction / small group / targeted interventions

Approaches to Identify Social and Emotional Needs (Impacted Students):

The number one focus of VWCS has been to allow for in-person learning. After surveying our stakeholders (parents, students, teachers and community members), it was obvious that this has always been an extreme priority. As a result, teaching staff, administration and teacher teams began working together prior to the 2020-21 school year (June - August) to make this a reality, and VWCS has been providing in person instruction, 5 days a week, since August. VWCS has utilized the Ohio Improvement Process for several years now to coordinate district, building level, and teacher teams. Having these teams and processes in place already has enabled us to effectively communicate and plan during a very difficult time period.

Full in person instruction has allowed VWCS to be extremely 'in tune' to all students and their individual needs, both academic and social-emotional. All building schedules have teacher collaboration time, and intervention time built in daily. This collaborative approach is also effective in assessing and addressing the social emotional needs of students and identifying those students who may need additional counseling or classroom monitoring. Appropriate interventions are then developed and delivered by appropriate staff and resources.

VWCS will use the following means to determine which students have been most impacted by the pandemic in terms of learning progress:

Early Childhood Center: teacher referrals / observations / PBIS / parent referrals / Safe Crisis Management system / functional behavioral analysis / parent surveys / communication with home / PBIS data collection (comparing to last year's referrals)

Van Wert Elementary School: teacher based team (tbt) conversations / monthly guidance lessons / guidance counselors meeting regularly with high need students who have been referred by teachers or requests from parents / observations (staff) / student interactions / NME training

Van Wert Middle School: Administrators and counselors will meet with teacher based teams for any concerns and filter those to the appropriate support (in or out of house) / Telehealth therapy



appointments / collaboration with outside agencies and families to open lines of communication / teacher, parent, kids(self or other kids), agency referrals

Van Wert High School: teacher based team and individual teacher recommendations / health classes bring in outside agencies for screening / parent phone calls / students coming in for self / students referring other students

Approaches to Address Social and Emotional Needs (Approaches and Removing / Overcoming Barriers):

VWCS will use the following means to address students who have been most impacted by the pandemic in terms of social and emotional needs:

Early Childhood Center: Safe Crisis Management system / social skills groups / referencing to outside agencies (Westwood, children's services, Marsh, Family and Children First) / assistance with home needs (local agencies...Family and Children First) / alternate instruction supplies provided when necessary and / or possible

Van Wert Elementary School: Meetings with counselors as needed or on a regular basis, discussion with school psychologist / PBIS implementation (safety and security, routine and structure) / NME training / regular parent meetings / partnerships with YWCA / school social worker meetings (Westwood)

Van Wert Middle School: Building in supports and interventions / creating specific schedules (unique to kids) / providing space and opportunities for outside agencies / individualized and small group counseling (guidance and social worker) / resources to teachers to help support / implementation of PBIS (in progress)

Van Wert High School: partnership with Westwood Behavioral and other outside agencies / school social worker / involvement with the local youth bureau / child and family services / NME training for some staff / communication of safety plan with staff and 'look for' conversations and training / mentor program / probation (meetings in house), scheduling times within the school day for counselor 'check-ins'