



**JEFFERSON TOWNSHIP LOCAL SCHOOLS  
LEARNING RECOVERY/EXTENDED LEARNING PLAN**

<b>District Name:</b>	Jefferson Township Local Schools
<b>District Address:</b>	2625 South Union Road
<b>District Contact:</b>	Dr. Richard Gates, Ph. D
<b>District IRN:</b>	0148686

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.

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.



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IDENTIFYING AND ADDRESSING ACADEMIC NEEDS							
<p align="center"><b>Consider:</b> <i>What resources are already in place that we can extend opportunities for students? How might we be innovative in increasing opportunities for student growth?</i></p>							
How will academic needs be identified?	Spr. '21	Sum '21	'21-'22 Sem 1	'21-'22 Sem 2	Resources Available	Resources Needed	Contact Person (s)
A.I.1. District Leadership & Data Teams	X	X	X	X	State Test Data, iReady data, District Created Assessment Data		Building Administrator
A.I.2. Determine structure and schedule for BLTs & TBTs meetings	X	X	X	X	Shared Drive for MTSS documents and resources	PD/Training to increase equity of all staff	Building Administrator
A.I.3. BLTs & TBTs analysis of data for students during regular meetings	X	X	X	X	State Testing, iReady Data, Discipline area Diagnostics, Curriculum Completed (%), Surveys	Parent, Staff & Student Surveys	Building Administrator
A.I. Diagnostic testing for students disengaged or struggling to determine specific area of need	X	X	X	X			Building Administrator, Title 1 Coordinator
A.I.5. Standards covered for each grade level/content area for SY 2020-2021	X	X	X	X	BLTs/TBTs Lead across grade level meetings	Schedule meeting times	BLT & TBT



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How will academic needs be addressed through Tier 1, 2 & 3?	Spr. '21	Sum '21	'21-'22 Sem 1	'21-'22 Sem 2	Resources Available	Resources Needed	Contact Person(s)
A.A.1. Develop a plan to allow for differentiated Tiered 1 instruction assignments with manageable teacher:student ratio	X		X	X	Flexible grouping based on grade level and need	Differentiated instruction PD, Schedule PD before restart	Building Admin
A.A.2. Use District-developed guidelines to determine intervention plans to students/classes who are not on track	X		X	X	District guidelines, intervention resources	Intervention resources, PD on intervention resources	Building Admin, Title 1 Coordinator
A.A.3. Create skill-based intervention kits that include a progress monitoring plan and review cycle	X	X	X	X		Research-based Intervention resources	Building Admin
A.A.4 Develop processes and scheduled cycle for data progress monitoring	X		X	X	TBTs, BLTs, iReady data	District created intervention kits, PD on iReady progress monitoring	Building Admin, BLTs
A.A.5. Professional Development on Differentiation (Curriculum Compacting)	X	X	X		ODE Reset and Restart plan and standards	PD on curriculum differentiation	Building Admin
A.A.6. Conduct a curriculum audit to ensure rigor across subject and grade levels aligned with district improvement plan	X	X	X		Curriculum audit	Staff PD to identify gaps	Building Admin
A.A.7. Use teacher self-assessment to	X	X	X	X	Self-Assessment		Building Admin



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support and increase focus on improving instructional strategies and district adopted curriculum					(eTPES)		
A.A.8. Develop district curriculum and technology implementation guidelines	X	X	X		Curriculum and technology guidelines		Literacy Team
A.A.9. Review and implement improved strategies for credit recovery curriculum/program	X	X	X	X	SchoolsPLP, Industrial Credential program,		Building Admin, H.S. Academic Counselor
A.A.10. Increase summer school offerings K-12	X	X			Curriculum	Curriculum, staff	Superintendent, Building Admin
A.A.11. Develop and implement a tutoring model and plan for SY 2021-2022	X	X	X	X		Staff, intervention kits, staff PD	Building Admin, Title 1 Coordinator
A.A.12. Review scheduling process to align with district curriculum and technology guidelines	X	X				Curriculum and technology guidelines	Building Admin
A.A.13. Provide resources for academic needs to families	X	X	X	X	Family Engagement Coordinator	Resources for K-12 , intervention letters	Building Admin, Title 1 Coordinator
A.A.14. Implement District-wide Project Based Learning			X	X		Staff PD	Building Admin
A.A.15. Review and implement equitable grading practices	X	X	X	X		Grading & Equity PD	Building Admin
A.A.16. Implement & monitor Literacy Plan		X	X	X	Curriculum	MTSS PD for	Building Admin,



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						teachers	Literacy Team
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IDENTIFYING AND ADDRESSING SOCIAL AND EMOTIONAL NEEDS							
<p align="center"><b>Consider:</b> <i>What resources are already in place that we can extend opportunities for students? How might we be innovative in increasing opportunities for student growth?</i></p>							
How will SEL needs be identified?	Spr. '21	Sum '21	'21-'22 Sem 1	'21-'22 Sem 2	Resources Available	Resources Needed	Contact Person(s)
S.I.1. Use SEL screener for grades 2-12 to identify needs	X		X	X		SEL screener	Building Admin
S.I.2. Implement MTSS process and structure to include SEL needs in both buildings	X		X	X	Counselor, School Psych	PD/Training on SEL screener	Building Admin
S.I.3. Administer student survey for SEL			X	X	Survey tool	Time to schedule	Building Admin
How will SEL needs be addressed?	Spr. '21	Sum '21	'21-'22 Sem 1	'21-'22 Sem 2	Resources Available	Resources Needed	Contact Person(s)
S.A.1. Create a flowchart for referrals to include in MTSS process		X	X	X	PBIS Team	MTSS PD for staff	Building Admin, PBIS Team
S.A.2. Implement SEL curriculum			X	X	Staff assigned to both buildings	SEL curriculum PD, time to schedule PD	Building Admin
S.A.3. Provide Families resources related to SEL needs	X	X	X	X	Family Engagement	SEL materials	Building Admin, Family Engagement Team
S.A.4 Implement counselor support	X		X	X	Dayton Children's	Goodwill	Building Admin



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					YFRC	Easter Seals or Miami Valley	
S.A.5. Develop a mentoring program & Link mentors with students identified in need of support through the MTSS process	X	X	X	X		MTSS PD	Building Admin, PBIS Team
S.A.6 Create community connection experiences to enhance students' background knowledge	X		X	X	Family Engagement Coordinator	Community connection partnerships	Building Admin, Family Engagement Coordinator



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IDENTIFYING AND ADDRESSING BEHAVIOURAL NEEDS							
<p align="center"><b>Consider:</b> <i>What resources are already in place that we can extend opportunities for students? How might we be innovative in increasing opportunities for student growth?</i></p>							
How will behavior needs be identified?	Spr. '21	Sum '21	'21-'22 Sem 1	'21-'22 Sem 2	Resources Available	Resources Needed	Contact Person(s)
B.I.1. Analyze available student behavior data	X		X	X		Student Behavior Surveys	PBIS District Team, PBIS Building Lead
B.I.2. Collect and analyze data (additional)	X		X	X	PBIS Team	Data collection form	PBIS District Team, PBIS Building Lead
B.I.3. PBIS Needs Assessment			X	X	Published needs assessment from PBIS.org	Student specific data collection	PBIS District Team, PBIS Building Lead
How will behavior needs be addressed?	Spr. '21	Sum '21	'21-'22 Sem 1	'21-'22 Sem 2	Resources Available	Resources Needed	Contact Person(s)
B.A.1. Continue to implement essentials of PBIS (Core Principles, Foundational Systems, Key Practices) at each level	X		X	X	PBIS Building Lead, PBIS Needs Assessment	Ongoing staff PD, Planning time, Signage & Resources to implement best practices	Building Admin, PBIS Team
B.A.2. Create a plan for introducing school-wide PBIS plans/systems to students new to the building at the start of the school year	X		X	X	PBIS Building Lead, PBIS Team		Building Admin, PBIS Team



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B.A.3. Learn about Restorative Justice Practices (possible Implementation)	X		X	X		Restorative Justice PD for staff	Building Admin, PBIS Team
B.A.4. Continue to implement PAX at the Blairwood Elementary building	X		X	X	PAX Resources from current process	PD for new staff members	MCESC PAX support, PAX teachers
B.A.5. Use MTSS framework to address needs and develop plan/implement interventions at Tiers 1, 2, 3	X		X	X	Lists research-based interventions, PBIS Building Lead, PBIS Team	Support for teachers to implement and collect data	PBIS Building Lead, PBIS Team, MTSS Lead, Building Admin
B.A.6. Utilize Peer Mentoring groups to teach and practice appropriate behaviors	X		X	X	Peer Mentor Group assigned to both buildings		Peer Mentor Group Partnership
B.A.7. Implement effective classroom management techniques	X		X	X		PD for staff on effective classroom management, Build a library of resources on effective classroom management, classroom audits	Building Admin, PBIS Team





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PROFESSIONAL LEARNING NEEDS							
List Professional Learning Needs based on the three areas above:	Spr. '21	Sum '21	'21-'22 Sem 1	'21-'22 Sem 2	Resources Available	Resources Needed	Contact Person(s)
1. MTSS	X		X	X	SST Training	Time for PD	Building Admin
2. Research-based Intervention Resources	X		X	X	iReady	Research-based Intervention Resources	Building Admin
3. iReady Progress Monitoring			X	X	iReady	iReady Progress Monitoring	Building Admin
4. Curriculum Differentiation			X	X	iReady, Pearson	Curriculum Differentiation	Building Admin
5. Identifying Academic Gaps			X	X	iReady	Identifying Gaps	Building Admin
6. Tutoring Model & Plans			X	X		Intervention Model for Tutoring	Building Admin
7. Project Based Learning (PBL)			X	X		PBL Training	Building Admin
8. Equitable Grading Practices			X	X		Grading & Equity	Building Admin
9. SEL	X		X	X		SEL Curriculum & Screener	Building Admin
10. Effective Classroom Management			X	X		Effective Classroom Management	Building Admin
11. Restorative Justice (PBIS)			X	X		Restorative Justice for Staff	Building Admin



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12. Evidence-based Instructional Practices	X		X	X	Developing Assessment Capable Learner (John Hattie)	Time for PD	Building Admin
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ACADEMIC PLANNING	
<b>Identifying Academic Needs</b>	<ul style="list-style-type: none"> <li>Conduct a gap analysis for ELA, Math, Science and Social Studies</li> <li>Complete and implement District-wide Literacy Plan</li> <li>Prioritize “Power” State Standards</li> <li>Prioritize Literacy and Math</li> <li>Implement supports and processes for IEPs, Student Services, WEP adjustments, etc.</li> </ul>
<b>Filling Academic Gaps</b>	<ul style="list-style-type: none"> <li>Implement MTSS process</li> <li>Triage plans for Seniors</li> <li>Supports for IEPs, Student services, WEP adjustments, etc.</li> <li>Create clear instructional plans with a focus on “Power” standards</li> <li>Communicate clear instructional plans with all stakeholders</li> <li>Cross grade level communications</li> <li>Promote opportunities for at-risk students</li> </ul>
<b>Determine Competency</b>	<ul style="list-style-type: none"> <li>Develop and communicate plan for determining competency (grading and assessments)</li> <li>Develop and communicate plan for promoting students vs retention</li> <li>Consider Equity of practices, long-term consequences, social and emotional factors</li> </ul>
<b>Resource Link(s):</b>	<a href="#">Determining Student Educational Needs</a>



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SOCIAL EMOTIONAL NEEDS	
<b>Identifying Social and Emotional Needs</b>	<p>How will <b>social and emotional needs</b> be <b>determined</b>?</p> <p>The district will initiate:</p> <ul style="list-style-type: none"><li>• MTSS Process and SEL Screeners</li><li>• Student Wellness and Success Plans aligned to current 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>• What prevention supports are available through ADAHMS and MCEC</li></ul>
<b>Addressing Social and Emotional Needs</b>	<p>How will <b>social and emotional needs</b> be <b>addressed</b>?</p> <p>The district will initiate the following:</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></ul> <p>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.)</p>
<b>Resource Link(s):</b>	<p><a href="#">CASEL Online SEL Assessment Guide</a> <a href="#">Dayton Children's Youth and Family Resources</a> Goodwill Easter Seals of the Miami Valley</p>



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PROFESSIONAL LEARNING	
<b>Professional Learning</b>	<p>What method(s) will be used to <b>determine competency</b> for pandemic learning?</p> <p>The District will:</p> <ul style="list-style-type: none"><li>• Create and communicate a Professional Learning plan that includes PD to help teachers identify needs, SEL needs and coach partners</li><li>• Identify what school staff/MCESC/SST10 staff can support training of community partners.</li><li>• Identify tutors &amp; train.</li></ul>