



Learning Recovery & Extended Learning Plan

District Name:	Discovery Academy
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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.

Questions, comments and concerns can be emailed to: ExtendedLearning@education.ohio.gov

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



Learning Recovery & Extended Learning Plan

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>
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? 	
Spring 2021	Discovery Academy will administer Spring Benchmark Assessments (NWEA Reading and Math). Analyzing achievement and growth data from these assessments by subgroup, will allow us to identify the students who are not demonstrating adequate progress and determine areas of strength and weakness. Looking at additional data points including classroom level assessments, grades, standards mastery, attendance and engagement will provide insight as to which students have been most impacted by the pandemic and will allow us to effectively plan and monitor the interventions needed to close the gap.
Summer 2021	Considerations for identification of student needs in Summer 2021: <ul style="list-style-type: none"> ● Kindergarten Readiness (KRA) ● Reviewing IEPs and 504s ● Screeners ● Progress Monitoring of students enrolled in Summer School ● Analyzing AIR data
2021 - 2022	Discovery will administer Fall Benchmark Assessments (NWEA Reading and Math). Analyzing achievement and growth data from these assessments by subgroup, will allow us to obtain baseline data for any new students entering our school and will provide us with updated information related to the progress of existing students, including the impact of the interventions we've put in place (outlined below). We will use this data along with other formative assessment and progress monitoring data to plan instruction and intervention.
2022 - 2023	We will continue to monitor student progress based on results of vendor assessments, classroom data, and progress monitoring tools and follow RTI protocols to plan and provide tiered interventions. Additionally, we will continuously reflect on and strengthen our practices by seeking professional development opportunities.



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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:	<ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> <ul style="list-style-type: none"> - <i>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)</i> - Core Questions to Consider: <ul style="list-style-type: none"> - <i>What do students need to know?</i> - <i>How do we know if they've learned it?</i> - <i>How do we intervene for those students who have not learned it?</i> - <i>How do extend other opportunities for those who have learned it?</i>
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Spring 2021	<p>Discovery Academy will continue to provide established interventions through our Response to Intervention (RTI) program to include the following:</p> <p>Tier I: High-yield, evidence-based strategies in academic/content vocabulary, formative assessment, and providing student feedback. Discovery is also implementing both a new core reading and math curriculum that supports blended learning.</p> <p>Tier II: Prescriptive interventions two days per week in reading and math (fluency in reading and math concepts, comprehension, etc)</p> <p>Tier III: Prescriptive interventions three days per week in reading and math (fluency in reading and math concepts, comprehension, etc)</p> <p>Support for Students with Disabilities: Modifications and accommodations as prescribed by IEPs for individual students; designed to support grade level content learning as well as gap closing in critical areas</p> <p>Additionally, we will provide after-school tutoring through the Learning Club® for students (two sections; two days per week). Students will receive support in both reading and math through the trademarked instructional program based on individual learning paths for each student. The tutor:student ratio is designed to be 1:3.</p> <p>Finally, our administrative and teacher teams will meet to review students' progress and determine whether further intervention is needed, including increasing the frequency or intensity of current practices, adding new supports, such as our Summer School program, or recommending retention if appropriate.</p>
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Summer 2021	<p>Summer School: Starting in mid-June and running through late-July, we will partner with The Learning Club of Toledo (same partnership for after-school tutoring) to run a six-week program for students grades 2 and up. Eligibility for this program will be determined based on NWEA scores, classroom grades, attendance, and potential retention. We would offer an additional program for grades K-1 (up to 30 students) that would either be run internally by Discovery teachers/paras, or by partnering with Partners in Education. Transportation and 1-2 meals would be provided for all students involved in the summer program.</p> <p>In an effort to retain staff, we will look to add retention bonuses for all employees for the next 2-3 years. Given everything else we have to overcome, keeping quality staff intact is paramount to our ongoing success. We would like to have a set amount per job category (i.e.</p>
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	<p>teacher, para, etc.) in which 50% would be paid out in September and 50% would be paid out in February to help ensure that we can keep our people in place year after year. Planning meetings for proposed structural changes to be made in Fall 2021:</p> <ul style="list-style-type: none"> ● Add two additional teachers and convert building sub to 3 RTI teachers <ul style="list-style-type: none"> ○ Pilot Program: Heggerty (Reading); recommended by Mary Heather; phonics-based program ○ More focus on bubble kids not in RTI yet ● Add Intervention Specialist for SPED students in the general education classrooms as well as one in the Autism Wing, reducing caseloads and allowing for additional minutes and supports to be given to students with disabilities ● Implement a grant-funded summer program for our students with autism, which includes extra time to provide student services and a summer day camp geared toward students with special needs ● Add transportation and expand after-school tutoring; adding transportation will allow more families to take advantage of this free resource, which would hopefully allow us to expand from two sections per week (28 students in each) to four sections per week ● Increase the number of Chromebook carts in the school to allow every classroom (currently every grade level) to have their own cart of 28 Chromebooks; this will allow additional intervention and instructional opportunities available to teachers on a daily basis ● In addition to adding Chromebooks to the classrooms, we would purchase additional loose Chromebooks that could be loaned to families for at home learning with intervention programs (IXL; iStation; etc); These families could be identified as one who need additional help outside of the school day, but may not be able to partake in the tutoring program, which is only for grades 2 and up
<p>2021 - 2022</p>	<p>The school will implement and tweak plans made during Summer 2021 planning sessions. We will continue to use NWEA MAP testing and RTI benchmarking to adjust course.</p> <p>Discovery will continue to provide established interventions through our Response to Intervention (RTI) program as described above with potential piloting of new programs (on top of existing research-based interventions) to supplement and gauge effectiveness.</p> <p>Discovery Academy teachers and staff will continue to engage in professional development in the following areas: foundational reading instruction, cross-curricular best practices in instruction and assessment, and collective teacher efficacy. A new initiative beginning in the 2021-2022 school year is in the area of student/family/school engagement through the Ohio State Family Engagement Center.</p>
<p>2022 - 2023</p>	<p>The school will implement and tweak plans made during Summer 2021 planning sessions. We will continue to use NWEA MAP testing and RTI benchmarking to adjust course.</p> <p>Discovery will continue to provide established interventions through our Response to Intervention (RTI) program as described above with potential piloting of new programs (on top of existing research-based interventions) to supplement and gauge effectiveness.</p> <p>Discovery Academy teachers and staff will continue to engage in professional development in the following areas: foundational reading instruction, cross-curricular best practices in instruction and assessment, and collective teacher efficacy. A new initiative beginning in the 2021-2022 school year is in the area of student/family/school engagement through the Ohio State Family Engagement Center.</p>



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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: <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</i> 	
Spring 2021	<p>Currently, the school partners with National Youth Advocacy Program (NYAP) and Changing Lives among other area mental health organizations to meet the needs of our students. Between those two organizations, we have five full-time licensed therapists in the school at all times. These therapists are available to service any student that is signed up with their program. These services do not cost the school or the families any money, as they are billed through Medicaid. These students receive year-round services, and are often referred to one or both of these programs by the school staff.</p> <p>Outside of our partnerships, Discovery employs two full-time staff members that deal directly with mental health and behavioral concerns within the school. Our Dean of Students/Family Liaison and Behavior Specialist spend their days identifying concerns in regards to our students and they put structures in place to help students, their families, and staff overcome these challenges so that barriers for learning can be removed.</p> <p>Because in-class behavior has not been as prominent this year, these individuals have spent more time in communication with families to improve at-home learning by helping in areas of attendance, technology/internet issues, food distribution, grief counseling for families who have suffered loss, and providing community resources to aid in these struggles.</p>
Summer 2021	<p>While the school does not currently implement any official social-emotional screener for our students, we do plan on including Second Step in our summer school programs. Second Step is a researched-based social-emotional learning curriculum that will be implemented alongside academic interventions during our summer-school program for grades K-6. The five areas in which they focus are as follows: Self-Awareness, Responsible Decision-Making, Relationship Skills, Social Awareness, and Self-Management. We feel these are both intra and interpersonal skills that all our students can benefit from. After piloting this program during our summer school sessions, we will determine if we want to continue using this resource during the school year for our character education piece.</p>
2021 - 2022	<p>The school would like to plan and implement a Positive Behavior Intervention & Support (PBIS) RTI program for our K-6 students. While we feel we have a very good system in place for tracking behavioral data for our student body, we lack a comprehensive program in which we can use the data to apply research-based interventions to our struggling students the way we would if their struggles were academic. We feel we have the foundations in place to create something really wonderful for our school, and we will look to implement our PBIS RTI program during the 2021-2022 school year.</p>
2022 - 2023	<p>The school will continue to monitor and adjust our PBIS RTI and SEL programs to best meet the needs of our staff and students.</p>



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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>
Considerations: <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> 	
Spring 2021	<p>This has been a challenging year for everyone, and our primary focus right now is ensuring that our students are surviving in every sense of the word. Many have lost family members due to this pandemic, and we are providing grief counseling and referrals to NYAP whenever we can. Our behavior team checks in weekly with students who are struggling to log-on to virtual classes, and we deliver food to families who do not have transportation to come to the building and pick it up. This year we are focusing on doing whatever we can to support our families and placing a premium on what they need of us to make it through these difficult times.</p>
Summer 2021	<p>During the summer of the 2021 school year, Mrs. Knighten plans to hold two small group workshops for Discovery parents. The first will be helping families return to normal after COVID. The goal is to encourage families to resolve any concerns regarding the pandemic and move forward. The second is transitioning back to school. The goal of this workshop is to help families begin the transition process from virtual/hybrid to full time school schedule.</p>
2021-2022	<p>Prior to the pandemic, Discovery had a robust Positive Behavior Intervention & Support (PBIS) program in place for our K-6 students. This includes, but is not limited to, Class Dojo, Restorative Practice training for staff and students, CPI training for staff, character education traits and education, and Zones of Regulation. This is in addition to the resources and support provided by our partnerships with NYAP and Changing Lives. With this year being so odd in the way we had to structure everything, many of our existing systems were placed on hold or altered to fit our current educational delivery system. For this reason, a big part of what needs to happen for the 2021-2022 school year will be re-introducing and reinforcing the expectations of these programs to both staff and students.</p> <p>For the fall of 2021, we plan to add the Ron Clark Academy House System to our PBIS model. The goal is to build a sense of teamwork and culture within our building; to have students work for something bigger than themselves. Points for this house system would be earned for students displaying character and good citizenship; by putting others ahead of themselves. I don't think there is a greater skill we could teach to our children at this point in our history.</p>
2022-2023	<p>The school will continue to monitor and adjust our PBIS RTI and SEL programs to best meet the needs of our staff and students.</p>



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Resources and Budget

Budgetary Considerations	<i>What resources are available to address these needs? Generally, what is the budget for the plan?</i>
	DA will use our ESSER funds as intended to address the academic and social emotional impacts the pandemic has had on our students. Additionally, we will continue to make appropriate use of existing resources to close the achievement gap, focusing on the development of the whole child.