



Learning Recovery & Extended Learning Plan

District Name:	Forest Hills School District
District Address:	7946 Beechmont Avenue, Cincinnati, OH 4255
District Contact:	Greg Sears, Asst. Superintendent of Teaching and Learning
District IRN:	047340

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](#)





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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:	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>Forest Hills School District has been in person learning five days/week since the start of the school year. In order to maintain in person learning, we did implement asynchronous remote learning on Wednesdays during January, February and March. We have approximately 11% of our students participating in a full time virtual program that is taught entirely by Forest Hills teachers. Our students have been connected to our teachers and FHSD curriculum expectations the entire year. We have assessed students who are in-person and also in the Virtual Academy routinely utilizing standardized tests (Aimswab, MAP, OST) as well as teacher generated common assessments. We will analyze growth data for all subgroups and instructional settings.</p> <p>Throughout the year, each building has analyzed Aimswab data and MAP data and are monitoring student progress in either setting. We have a well established MTSS process that monitors student learning that we have applied for all learners throughout the entire year. This spring, our students will take the Spring MAP in grades 1-6 and we will analyze growth over time.</p> <p>FHSD has implemented professional learning communities (PLC's) that are designed to answer the four questions above. We have utilized professional development time to grow our culture of collaboration and increase teacher effectiveness in the PLC process. Throughout this year, our teachers meet weekly in their PLC to work through Dufour's four questions for individuals and groups of students. They collaboratively design personalized learning experiences and assessments intended to target individual students. Our teachers do an effective job of monitoring student learning and responding to student data.</p>	
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Summer 2021	<p>We will be offering summer school opportunities for students in grades K-12. Our teachers are analyzing student learning data and are making recommendations for students to attend summer school for reading and math in grades K-8. These courses are designed for remediation, enrichment, and skill development. We are targeting students of need based on achievement and growth data. At the high school level, we offer a significant number of courses for credit and are working collaboratively with students and families to identify students in need.</p>	
2021 - 2022	<p>During the 2021 school year, our students will be assessed at the beginning of the year with Aimsweb screeners, MAP assessments, reading diagnostics, and curriculum based measures. Our teachers will work collaboratively with the building MTSS team to determine appropriate academic supports for each individual child. We will utilize the MTSS guidance document created that will enable us to monitor student progress on goals, etc. MAP will be given three times/year.</p> <p>Our teachers will also be working within their PLC's to develop common assessments that will gauge student mastery in their learning. Collaborative discussions will take place weekly on student performance and the associated instruction.</p>	
2022 - 2023		



Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<p><i>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.)?</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>In FHSD, we have a strategic plan that emphasizes the development and implementation of personalized learning experiences for students. We have a dedicated team that is working collaboratively with Education Elements to grow in our capacity to meet the individual and personalized needs of each student. Personalized learning has been in our strategic plan for the last few years and is focused on improving instructional practices through targeted instruction, evidence supported decisions, flexible content and tools, and student reflection and ownership. The emphasis has been to grow in our ability to implement personalized tier 1 instructional strategies to meet the dynamic individual needs of students. We have a comprehensive MTSS guidance plan but personalizing learning is our vehicle to meeting the needs of students.</p> <p>We will be working with our Personalized Learning leadership and design team in the coming weeks to reflect on this past year and develop the strategic initiative for the 2021-22 school year. We are working on a partnership with Education Elements to increase instructional supports in our buildings to further meet the individual needs of students. These teams will be using summative data from the 2020-21 school year to focus individualized supports for students.</p>	
Summer 2021		
2021 - 2022	<p>The Personalized learning leadership and design team will be delivering personalized professional learning for teachers around targeted instruction and student reflection and ownership. Targeted instruction focuses on three main instructional approaches:</p> <ul style="list-style-type: none"> ● Teacher creates student groups based on multiple evidence sources and groups are changed with more frequency ● Evidence is used to create student groups based on student interest, need, or skill-level; student groups are changed with more frequency 	



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	<ul style="list-style-type: none"> • Teacher consistently modifies delivery of instruction for each group of students based on student need <p>The PLC teams will be meeting weekly to discuss student achievement and growth and will focus on answering the four questions:</p> <ul style="list-style-type: none"> • What do we want students to learn? • How will we know they learned it? • How will we respond when students don't learn? • How will we extend the learning students for students who are already proficient? <p>The focus in our district is to emphasize and grow in our Tier 1 strategies for all students. Personalization is our main emphasis for Tier 1 and will enable teachers to work to meet individual student needs. We are also working with our reading intervention specialists to align reading instruction throughout our district. They are collaborating on best practices and working to enhance the reading intervention practices for students. This collaboration will result in improved interventions and increased student performance.</p>	
<p>2022 - 2023</p>		



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Approaches to Identify Social & Emotional Needs

Impacted Students:

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)?

Considerations:

- **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.)

Budget

Spring 2021

In previous school years, Forest Hills conducted a School Connection Survey in November, including the most recent survey being completed in November 2020. This survey was given to students in both virtual and face-to-face settings.

In May 2021, FHSD will pilot the use of the Panorama survey. All students in grades 3, 6, and 8 will be invited to participate, as well as all staff members, PreK-12.

Core areas to be assessed include 4-7 of the following social-emotional (SEL) topics: Self-management (How well students manage their emotions, thoughts, and behaviors in different situations), Self-efficacy (How much students believe they can succeed in achieving academic outcomes), Sense of belonging (How much students feel that they are valued members of the school community), Engagement (How attentive and invested students are in school), Social Awareness (grades K-6, How well students consider the perspectives of others and empathize with them), and Diversity and Inclusion (How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures. Please note that this measure is only available for students in Grades 6-12).

The cost of Panorama is \$20,000

Summer 2021

In May-June, members of the wellness committee will review assessment information with building teams to analyze results and synthesize key take aways, discuss results with key partners, and identify actionable responses to results to embed within School Improvement Plans.

The Wellness Committee, which consists of school counselors, building and district administrators, and school psychologists, will review data and trends and will also analyze to make determinations of any adjustments for on-going surveys in the future.



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<p>2021 - 2022</p>	<p>In Fall 2021, all students and staff will complete the Panorama SEL survey and Equity survey in grades K-12. Students and staff will be asked to reflect on their SEL skills, mindsets, and environment. Members of the Wellness Committee will facilitate analysis of data within buildings. We will be asked to monitor change in perceptions since previous survey (for those who took year prior). For students who are taking the survey the first time, teams will analyze results and synthesize key takeaway, discuss results with key partners and identify actionable responses to results and share with key partners.</p> <p>A school feedback survey will be given in the Winter (December-February) and in May. The Wellness Committee will work with consultants from Panorama to understand how to read and analyze various reports and determine who needs access to the information.</p> <p>Panorama offers an online professional learning library of evidence-based interventions. Forest Hills will work with Panorama consultants to align current tiered supports, which are aligned to CASEL standards.</p>	
<p>2022 - 2023</p>	<p>Forest Hills will continue to administer surveys to all students and staff in the Fall, Winter and Spring. The Wellness Committee will continue to work with building representatives and partners to develop action plans in response to data.</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>
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Considerations: <ul style="list-style-type: none"> - <i>Resources</i> (Existing and Needed) - <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - <i>Alignment</i> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) 	Budget
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Spring 2021	<p>The district has outlined specific recommendations for intervention in our FHSD MTSS Guidance Document. After review of universal screening, existing data, and teacher/parent nomination to identify students in need of tier 2 interventions, one of the following tier 2 interventions would be selected for the student.</p> <ul style="list-style-type: none"> ● Check in/Check-out: Daily small group AM/PM check-in with adult mentor and brief individual check-in with teachers at designated times throughout the day ● Check and Connect: Adult mentor - student pair, once weekly for about 15 minutes ● Self Management: May be used for individual support or with a group of students; it is designed to teach students to change or maintain their own behavior. Using a checklist to ensure the completion of all the steps of a process, or crossing items off a “to-do” list to guarantee needed tasks have been finished are examples of Self-Monitoring. ● Teaching Social Skills: Teaching social skills follows the same format as teaching academic skills. Students should be grouped by common skill deficits and curriculum or lesson plans should include modeling, guided practice, opportunities for individual student practice, and assigned opportunities for students to review/practice the skill and be reinforced in multiple settings. Teachers should be provided with a set of clear generalization strategies to implement. ● Executive Functioning Support: Teaching executive function skills follows the same format as teaching academic skills. Students should be grouped by common skill deficits and curriculum or lesson plans should include modeling, guided practice, opportunities for individual student practice, and assigned opportunities for students to review/practice the skill and be reinforced in multiple settings. Teachers should be provided with a set of clear generalization strategies to implement. 	
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<p>Summer 2021</p>	<p>Using existing data and recommendations from teachers/parents, we will recommend students to participate in summer school to allow for opportunities to have access to support and interventions.</p> <p>Within the Summer, principals will attend professional development opportunities to better understand how to analyze reports in Panorama, as well as work to identify specific action steps to support School Improvement Planning. These action steps will include</p>	
<p>2021-2022</p>	<p>The district's Wellness Committee will develop a plan to support the use of Panorama within the schools. They will also continue to review current practices outlined in the FHSD MTSS Guidance Document to support alignment in tier one, tier two, and tier three practices across all schools. The school teams will work with the Wellness Committee and Consultants from Panorama to identify action steps and opportunities for professional development.</p>	
<p>2022-2023</p>	<p>Forest Hills will continue to monitor student perceptions, as well as review other data points, to make decisions about tier one programming to support SEL, and to support targeted needs in tiers 2 and 3.</p>	



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PLANNING SUPPORT DOCUMENT

As stated by ODE, this is not a one-size-fits-all exercise. 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. The template above has been designed to be as adaptable as possible given the wide range of district experiences and needs. The pages below in the Planning Support Document are designed to assist districts as they think through the nuances that may be significant to their respective district. Educational Service Centers are here to support. Some schools and districts may choose to have similar plans to facilitate effective implementation. ESCs may be able to provide coordination for such collaborative approaches. The following planning support document is provided to assist teams in thinking through the planning process. Additionally, rather than an exhaustive list of resources that quickly becomes overwhelming and outdated, a few key elements have been provided to assist in planning. Districts may also want to consult ODE's [Reset and Restart](#) website and planning guide. Additional planning resources are also available at <http://reframingeducation.org/>. This decision-making framework was developed by Ohio's network of ESCs to assist districts in having authentic conversations about instructional expectations and making plans to reframe education moving forward; we encourage districts to reach out to their ESCs for additional support as needed.

ACADEMIC PLANNING

Determining Academic Needs	This is identified in sections above.
Filling Academic Gaps	This is identified in sections above.
Determine Competency	<p>What method(s) will be used to determine competency for pandemic learning?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • Develop and communicate a plan for determining competency (grading and assessments, grade-level advancement) • Develop and communicate a plan for promoting students vs. retention • Consider equity of practices, long-term consequences, social/emotional factors



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Resource Link(s):	What Works Clearinghouse Priority Math , Reading and Writing Standards Determination of Student Educational Needs Exceptional and At-Risk Youth District & Building Level Educational Considerations & Planning Teacher Level Educational Considerations and Planning Non-Building Based Learning Opportunities Ohio Improvement Process
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SOCIAL & EMOTIONAL NEEDS

Determining Social Emotional Needs	<p>How will social and emotional needs be determined?</p> <ul style="list-style-type: none"> FHSD will pilot and use Panorama as an SEL screener. Using our FHSD MTSS Guidance Document, we will ensure we offer strong Tier 1 strategies to support PBIS, academic and social-emotional needs. The District MTSS committee, along with our District Wellness Committee, will review and share (and update as appropriate) tier 2 and 3 intervention strategies with buildings to address the needs of students who need additional support. We will work with our consultants from Panorama to align practices, as well as without CARE committee, which is a group dedicated to supporting culturally responsive and inclusive practices. We have partnered with our Hamilton County ESC to have consultative support with Katrice Quitter. Integrate, coordinate, and align with community partners, who are also part of our Wellness Committee. Partners include local mental health agencies, such as Grant Us Hope and Child Focus.
Addressing Social and Emotional Needs	<p>How will social and emotional needs be addressed?</p> <ul style="list-style-type: none"> Using our FHSD MTSS Guidance Document, we will ensure we offer strong Tier 1 strategies to support PBIS, academic and social-emotional needs. The District MTSS committee, along with our District Wellness Committee, will review and share (and update as appropriate) tier 2 and 3 intervention strategies with buildings to address the needs of students who need additional support. We will work with our consultants from Panorama to align practices, as well as without CARE committee, which is a group dedicated to supporting culturally responsive and inclusive practices. We have partnered with our Hamilton County ESC to have consultative support with Katrice Quitter. Each school will develop a School Improvement Plan, which will outline specific action steps that are aligned to district goals around Wellness and Relationships, in addition to personalized learning FHSD will work with consultants, such as Panorama, to review data dashboards to triangulate data, such as MAP, Aimsweb, attendance, discipline and student survey data, to identify system needs and to identify possible at-risk students





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Resource Link(s):	Panorama Equity Guide to Student Learning Loss CASEL Online SEL Assessment Guide Ohio's K-12 Social & Emotional Learning Standards INFOhio's Educator Tools Curriculum Library (filter for "Social Emotional Learning" under Subject) Ohio's Whole Child Framework
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PROFESSIONAL LEARNING NEEDS

<p>Professional Learning</p>	<p>What professional development activities will be needed/offered to your school district’s teachers and partners to support learning recovery?</p> <p>Possible/Optional item(s) to consider:</p> <ul style="list-style-type: none"> • In May 2021, members of the Wellness Committee, including administrators, psychologists, and counselors will review survey results and work with Panorama to identify how to use data dashboards to understand how to analyze and respond to data. This will be used to drive school improvement planning. • All teaching staff have been informed of the intent to pilot the use of Panorama for grades 3, 6, and 8 in May 2021, and all students will complete the survey in the Fall of 2021. • A communication timeline will be developed to share with teachers and families about the purpose of a social-emotional survey and how it will be used to support the whole child. • Additional training will be provided to individual schools by the District Wellness Committee in August 2021. The District Wellness Committee is made up of representatives from each of the 9 schools and Central Office, allowing for alignment, buy-in, and common expectations.
<p>Resource Link(s):</p>	<p>Professional Learning Supports Mental Health Resources ESC Customized Support</p>