



Learning Recovery & Extended Learning Plan

District Name:	West Clermont Local School District
District Address:	4350 Aicholtz Raod, Cincinnati, Ohio 45245
District Contact:	Ellie Preston, Chief Learning Officer
District IRN:	046359

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:

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)?

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, CCIP-related plans, graduation plans, student success plans, etc.)
 - 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:**
 - 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?

Budget

Spring 2021

The West Clermont Local School District will identify the academic needs of students in a variety of ways. At the elementary level, we will use data from:

- Acadience Reading, winter and spring benchmark
- Measures of Academic Progress (MAP) Math and Reading, winter and spring benchmark
- Student performance on district-created common assessments
- Progress-monitoring data for students receiving Tier 2 interventions and specially-designed instruction (SDI)
- Engagement data of students enrolled in our West Clermont Online Academy (WCOA)
- Pre-assessments prior to instructional units
- Results of student readiness gap analysis work across the content areas
- Students in need of special education recovery services
- Student work samples

At the middle school level, we will use data from:

- Measures of Academic Progress (MAP) Math and Reading, winter and spring benchmark
- AIMS Web progress-monitoring data for students receiving Tier 2 interventions
- Student performance on district-created common assessments
- Progress-monitoring data for students receiving specially-designed instruction (SDI)
- Engagement data of students enrolled in our West Clermont Online Academy (WCOA)
- Pre-assessments prior to instructional units
- Results of student readiness gap analysis work across the content areas
- Students in need of special education recovery services

ESSER Funds will be used to support these efforts.



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	<ul style="list-style-type: none"> • Student work samples <p>At the high school level, we will use data from:</p> <ul style="list-style-type: none"> • Winter EOC • ACT • Credit completion • Course grades • Student performance on course assessments • Progress-monitoring data for students receiving specially-designed instruction • Engagement data of students enrolled in our West Clermont Online Academy (WCOA) • Pre-assessments prior to instructional units • Results of student readiness gap analysis work across the content areas • Students in need of special education recovery services • Student work samples 	
<p>Summer 2021</p>	<p>During our summer programming (more details provided in the section below) we will continue to monitor student academic needs for those students participating in our summer program. Across grades K-8 we will use:</p> <ul style="list-style-type: none"> • Measures of Academic Progress (MAP) at the conclusion of our summer programming to measure overall impact of programming • Formative assessment data • Progress monitoring data of students receiving specially-designed instruction • Student work samples • Placement tests and mastery assessments • Pre-assessments prior to instructional units <p>For students participating in summer programming in grades 9-12, we will use the following data:</p> <ul style="list-style-type: none"> • Credits earned • Student grades • Progress monitoring data of students receiving specially-designed instruction • Pre-assessments prior to instructional units 	<p>ESSER Funds will be used to support these efforts.</p>
<p>2021 - 2022</p>	<p>The West Clermont Local School District will identify the academic needs of students in a variety of ways. At the elementary level, we will use data from:</p> <ul style="list-style-type: none"> • Spring 2021 OST • Acadience Reading, winter and spring benchmark • Measures of Academic Progress (MAP) Math and Reading, winter and spring benchmark • Student performance on district-created common assessments • Progress-monitoring data for students receiving Tier 2 interventions and specially-designed instruction (SDI) • Engagement data of students enrolled in our West Clermont Online Academy (WCOA) • Pre-assessments prior to instructional units • Results of student readiness gap analysis work across the content areas 	<p>ESSER Funds will be used to support these efforts.</p>



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	<ul style="list-style-type: none"> • Students in need of special education recovery services • Student work samples <p>At the middle school level, we will use data from:</p> <ul style="list-style-type: none"> • Spring 2021 OST • Measures of Academic Progress (MAP) Math and Reading, winter and spring benchmark • AIMS Web progress-monitoring data for students receiving Tier 2 interventions • Student performance on district-created common assessments • Progress-monitoring data for students receiving specially-designed instruction (SDI) • Engagement data of students enrolled in our West Clermont Online Academy (WCOA) • Pre-assessments prior to instructional units • Results of student readiness gap analysis work across the content areas • Students in need of special education recovery services • Student work samples <p>At the high school level, we will use data from:</p> <ul style="list-style-type: none"> • Spring 2021 EOC • Advanced Placement tests • ACT • Credit completion • Course grades • Student performance on course assessments • Progress-monitoring data for students receiving specially-designed instruction • Engagement data of students enrolled in our West Clermont Online Academy (WCOA) • Pre-assessments prior to instructional units • Results of student readiness gap analysis work across the content areas • Students in need of special education recovery services • Student work samples 	
<p>2022 - 2023</p>	<p>The West Clermont Local School District will identify the academic needs of students in a variety of ways. At the elementary level, we will use data from:</p> <ul style="list-style-type: none"> • Spring OST • Acadience Reading, winter and spring benchmark • Measures of Academic Progress (MAP) Math and Reading, winter and spring benchmark • Student performance on district-created common assessments • Progress-monitoring data for students receiving Tier 2 interventions and specially-designed instruction (SDI) • Engagement data of students enrolled in our West Clermont Online Academy (WCOA) • Pre-assessments prior to instructional units • Results of student readiness gap analysis work across the content areas • Students in need of special education recovery services 	<p>ESSER Funds will be used to support these efforts.</p>



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- Student work samples

At the middle school level, we will use data from:

- Spring OST
- Measures of Academic Progress (MAP) Math and Reading, winter and spring benchmark
- AIMS Web progress-monitoring data for students receiving Tier 2 interventions
- Student performance on district-created common assessments
- Progress-monitoring data for students receiving specially-designed instruction (SDI)
- Engagement data of students enrolled in our West Clermont Online Academy (WCOA)
- Pre-assessments prior to instructional units
- Results of student readiness gap analysis work across the content areas
- Students in need of special education recovery services
- Student work samples

At the high school level, we will use data from:

- Spring OST
- Advanced Placement tests
- ACT
- Credit completion
- Course grades
- Student performance on course assessments
- Progress-monitoring data for students receiving specially-designed instruction
- Engagement data of students enrolled in our West Clermont Online Academy (WCOA)
- Pre-assessments prior to instructional units
- Results of student readiness gap analysis work across the content areas
- Students in need of special education recovery services
- Student work samples



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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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<p>Considerations:</p> <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> 	Budget
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Spring 2021	<p>During spring 2021, the West Clermont Local School District will take the following approaches to close the COVID learning gap:</p> <p>Our district leadership team (DLT), building leadership teams (BLT), teacher-based teams (TBT) conducted a second semester restart/reboot to signify a shift from “Responding to Covid” to “Responding to the Impact of COVID.” Our instructional coaches and instructional leaders created guidance documents to support teachers in prioritizing standards to be taught during the remainder of the school year. This document provides an example of this work. These teams worked and continue to work to ensure instructional time for literacy and math is prioritized and that evidence-based practices are leveraged on a daily basis. We are utilizing progress monitoring data, formative and summative assessments and benchmark data to adjust our instructional practices to meet the needs of students. Planning is also well underway for summer programming we will offer.</p>	<p>ESSER Funds will be used to support these efforts.</p>
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Summer 2021	<p>The West Clermont Local School District is offering a comprehensive summer learning and special education recovery services program.</p> <p>For grades K-8, summer programming will take place during the following dates and times:</p> <ul style="list-style-type: none"> ● June 7-11; June 14-18; June 21-25; June 28-July 2 ● 8:30-12:00 M-F <p>Previously, transportation to school has been a barrier preventing many of our students from attending summer programming. To address this, we plan to provide transportation to and from school as well as provide breakfast and lunch for students. Additionally, we plan to offer summer programming free of charge to our families. Summer programming will focus on literacy and math</p>	<p>ESSER Funds will be used to support these efforts.</p>
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	<p>and special education recovery services.</p> <p>For grades 9-12, summer programming will take place during the following dates and times:</p> <ul style="list-style-type: none"> • June 7-25th • 8:30-11:30; 12:00-3:00 <p>Summer programming at the high school level will focus primarily on credit recovery. Families will be charged \$25/session to help offset the cost of the digital curriculum that will be utilized for credit recovery.</p>	
<p>2021 - 2022</p>	<p>Through the use of ESSER funds, the West Clermont Local School District is taking the following steps to support learning recovery and to provide extended learning opportunities for students:</p> <ul style="list-style-type: none"> • Add additional elementary cultural arts experiences for students (art, music, PE and media) to support the growth and development of the whole child as well as provide collaboration time for elementary teachers critical to their ability to make data-informed decisions and to plan for next steps in instruction in response to student needs. Currently our students participate in these experiences approximately 12-18 times a year. This investment will provide students with cultural arts 4 times each week. • Increase teacher and administrator capacity to understand and leverage high-yield instructional practices through the expansion of instructional coaches across the district. These peer coaches will: a) observe instructional delivery and provide feedback to enhance and support the development of teacher's content area and implementation of evidence-based instructional practices, b) support teachers in the design of units and lessons for the development of their year-long curriculum, c) analyze data in order to modify curriculum and forms of assessment to meet students' needs, and d) work with teachers to support sharing of best practices. • Expand our special education continuum of services by hiring additional special education teachers, paraprofessionals and school psychologists. This will allow us to provide programming more closely aligned with student need and to target professional development for staff to ensure all students have the opportunity to achieve at high levels. • Expand our gifted services and enrichment opportunities for students by adding additional gifted intervention specialists, embedding gifted service and enrichment into the elementary cultural arts rotation and by increasing the time gifted intervention specialists have available to provide consultation to general education teachers. • Expand support for building principals (currently our elementary schools share assistant principals) through the addition of Teachers of Special Assignment. These positions are designed to support the operational needs of our schools so that our building principals will be able to have the time necessary to serve as the instructional leaders of their schools. • Initiate a comprehensive course of study review process, beginning with mathematics. District finances have previously limited our ability to make the necessary investments to modernize our instructional 	<p>ESSER Funds will be used to support these efforts.</p>



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	<p>materials on a regular basis. This process will ensure our teachers and students have access to the materials and supports they need and deserve.</p> <ul style="list-style-type: none">• Add special education case managers at the high school level to support the necessary special education compliance requirements. This will provide our special education supervisor the time necessary to support teachers as they work to strengthen their IEP goals, specially-designed instruction and progress monitoring.• Provide opportunities for students to expand their instructional day (either before or after school) with a certified teacher. This will provide students with an opportunity to receive an additional layer of support (aligned with best practices with an multi-tiered system of support). <p>All of the above will be in addition to our continued effort across our district to strengthen multi-tiered systems of support within each of our buildings.</p>	
2022 - 2023	<p>We will continue to refine and enhance on the previous year's strategies, making necessary adjustments as the needs of our system and students require.</p>	<p>ESSER Funds will be used to support these efforts.</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: <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, OIP, CCIP-related plans, graduation plans, student success plans, etc.) 	Budget
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Spring 2021	<p>The West Clermont Local School District will use the following approaches to identify the social and emotional needs of students:</p> <ul style="list-style-type: none"> • Utilize our district MTSS process and SEL screeners to identify students in need of additional SEL support • Early warning indicator data (i.e. attendance, behavior, course grades, etc) to identify at-risk students • Integrate, coordinate and align our work with Child Focus, Health Source of Ohio and other relevant partners to identify students most in need of SEL support • Student engagement data from Spring 2020 and the 2020-2021 school year • Teacher or parent referrals 	ESSER funds will be utilized to support the implementation of this plan.
Summer 2021	<p>For students who attend our summer programming, the West Clermont Local School District will use the following approaches to identify the social and emotional needs of students:</p> <ul style="list-style-type: none"> • Utilize our district MTSS process and SEL screeners to identify students in need of additional SEL support • Early warning indicator data (i.e. attendance, behavior, course grades, etc) to identify at-risk students • Integrate, coordinate and align our work with Child Focus, Health Source of Ohio and other relevant partners to identify students most in need of SEL support • Student engagement data from Spring 2020 and the 2020-2021 school year • Teacher or parent referrals 	ESSER funds will be utilized to support the implementation of this plan.
2021 - 2022	<p>The West Clermont Local School District will use the following approaches to identify the social and emotional needs of students:</p> <ul style="list-style-type: none"> • Utilize our district MTSS process and SEL screeners to identify students in need of additional SEL support • Early warning indicator data (i.e. attendance, behavior, course grades, etc) to identify at-risk students • Integrate, coordinate and align our work with Child Focus, Health 	ESSER funds will be utilized to support the implementation of this plan.



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	<p>Source of Ohio and other relevant partners to identify students most in need of SEL support</p> <ul style="list-style-type: none"> • Student engagement data from Spring 2020 and the 2020-2021 school year • Teacher or parent referrals 	
<p>2022 - 2023</p>	<p>The West Clermont Local School District will use the following approaches to identify the social and emotional needs of students:</p> <ul style="list-style-type: none"> • Utilize our district MTSS process and SEL screeners to identify students in need of additional SEL support • Early warning indicator data (i.e. attendance, behavior, course grades, etc) to identify at-risk students • Integrate, coordinate and align our work with Child Focus, Health Source of Ohio and other relevant partners to identify students most in need of SEL support • Student engagement data from Spring 2020 and the 2020-2021 school year • Teacher or parent referrals 	<p>ESSER funds will be utilized to support the implementation of this plan.</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> 		Budget
Spring 2021	<p>During Spring 2021, the West Clermont Local School District will address the social and emotional needs of students by:</p> <ul style="list-style-type: none"> • Utilizing our district MTSS process to provide universal supports for students, primarily through the implementation of our SEL curriculum, Caring School Community, and additional layers of support for students in need. Those additional layers of support are offered in conjunction with our district partners Child Focus and Health Source of Ohio. 	<p>ESSER funds will be utilized to support the implementation of this plan.</p>
Summer 2021	<p>As part of our comprehensive summer learning programming, the West Clermont Local School District will support the social and emotional needs of students by:</p> <ul style="list-style-type: none"> • Incorporating SEL into our summer programming <p>Additionally, we will be hiring the following positions, utilizing our ESSER funds, to strengthen our ability to meet the SEL needs of students:</p> <ul style="list-style-type: none"> • Coordinator of Student Services - This position will provide leadership for and coordinate the district’s comprehensive efforts to support the whole child by meeting the social-emotional, physical and safety needs of all students in the district. All work will be aligned with Ohio’s Whole Child Framework. • Middle School and High School Counselors: These positions will strengthen the ability of our middle school and high school to provide education, prevention and intervention activities designed to support the SEL needs of students so they can acquire the attitudes and skills they need for their academic, career and SEL development that will serve as the foundation for their future success. • Qualified Mental Health Specialists - We will expand the number of QMHS’s we have in our district in order to increase the supports available to students. 	<p>ESSER funds will be utilized to support the implementation of this plan.</p>



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2021-2022	<p>In addition to the implementation of the positions described below, the West Clermont Local School District will expand our use of SEL surveys in order to have an additional layer of information that can be incorporated as part of a comprehensive system to identify student needs.</p> <ul style="list-style-type: none">• Coordinator of Student Services - This position will provide leadership for and coordinate the district's comprehensive efforts to support the whole child by meeting the social-emotional, physical and safety needs of all students in the district.• Middle School and High School Counselors: These positions will strengthen the ability of our middle school and high school to provide education, prevention and intervention activities designed to support the SEL needs of students so they can acquire the attitudes and skills they need for their academic, career and SEL development that will serve as the foundation for their future success.• Qualified Mental Health Specialists - We will expand the number of QMHS's we have in our district in order to increase the supports available to students.	ESSER funds will be utilized to support the implementation of this plan.
2022-2023	Continued implementation of the activities listed above, making adjustments and modifications as necessary.	ESSER funds will be utilized to support the implementation of this plan.