

Learning Recovery & Extended Learning Plan

District Name:	Toronto City School District
District Address:	1307 Dennis Way, Toronto, OH 43964
District Contact:	Maureen Taggart
District IRN:	044917

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)

The Toronto City School District will identify which students have been most impacted by the pandemic by monitoring academic performance and attendance. The district has been providing in-person instruction since August 19, 2020. Students in grades PK-5 have received in-person learning the entire school year. Students in grades 6-12 have received in-person learning all year except for a 14-day period of remote instruction from November 30 to December 18.

At the beginning of the 2020-2021 school year, 15% of the student population K-12 enrolled in the virtual learning program provided by the district. Currently, in grades 6-12 thirteen percent of students are on virtual learning. Of the virtual learning students, 23% have an IEP or 504 plan. In grades K-5, twelve percent of students are on virtual learning. Of the virtual learning students, 26% have an IEP or 504 plan. Special education students participating in virtual learning receive specialized instruction from the district's intervention specialists via Google classroom. In addition, related services such as speech therapy and occupational therapy have been provided using this platform.

Academic performance will be determined using a variety of screening and assessment tools. At the beginning of each school year, baseline data is collected using the KRA, iReady Reading Diagnostic, iReady Math Diagnostic, and common quarterly assessments. In addition, assessments are administered at the end of each quarter. Progress is also monitored using assessment tools from MyView Literacy and Big Ideas Math. Virtual students are monitored based on assignment completion and grades earned. Progress reports and report cards are provided to both in-person and virtual students using the schedule established by the district. Truancy intervention plans are developed for students who reach the designated number of hours absent. Truancy for virtual students is determined based on their completion of assignments and online activity.

Baseline data from 2019-2020 and 2020-2021 reflects the impact of the COVID shutdown on students. The table below compares the results of iReady Reading and Math diagnostics administered to students in grades K-8 and common quarterly assessments administered to students in grades 9-12 during the first two weeks of each school year. Results decreased in every area except Jr. High Reading.

	2019-2020 % at or above 80%	2020-2021 % at or above 80%
Elementary Reading (K-5)	46%	35%
Elementary Math (K-5)	36%	17%
Jr. High Reading (6-8)	16%	25%
Jr. High Math (6-8)	37%	24%
THS CQA's	77.5%	66%

Attendance at both schools remained consistent with first quarter attendance rates for the 2020-2021 school year at 94.4% for the elementary grades K-5 and 95.5% for grades 9-12. Attendance rates for the first quarter of 2019-2020 were 94% for the elementary grades K-5 and 94.22% for grades 9-12.

For the 2020-2021 school year, 51% of students scored proficient or higher on the fall third grade reading state assessment

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as compared to 53% from the 2019-2020 school year. The district has faced many challenges in overcoming the COVID slide caused by the spring shutdown of our schools. The 2020-2021 quarterly assessment results below are an indication that we are recovering from the adverse effects of the shutdown. The district is grateful to be providing in-person instruction during the 2020-2021 school year. Our students are making steady progress.

2020-2021 % at or above 80%	1 st Quarter	2 nd Quarter
Elementary Reading (K-5)	35%	74%
Elementary Math (K-5)	17%	36%
Jr. High Reading (6-8)	25%	35%
Jr. High Math (6-8)	24%	26%
THS CQA's	66%	71%

Needs Assessment

How will schools and districts identify the needs of those students?

A system of universal screening and progress monitoring tools are well-established and consistently used throughout the district. In addition, a district-wide schedule is in place designating the window for baseline and progress monitoring assessments to be administered. Results are reported at quarterly district leadership team meetings. Instructional needs will be determined through students' performance on local assessment tools such as KRA, iReady Reading, iReady Math, common quarterly assessments, and assessment tools provided through MyView Literacy and Big Ideas Math. The iReady Diagnostics are adaptive assessments designed to provide teachers with insight into student needs. They give a complete picture of student performance and growth. The diagnostics pinpoint students' ability levels and identify the specific skills students need to learn to accelerate their growth. Each student is then assigned to a personalized learning path which includes online lessons and learning games that strengthen students' understanding of mathematical and reading concepts. The personalized learning path can be used for intervention or enrichment depending on the students' performance.

The Toronto City School District has adopted Marzano's New Art and Science of Teaching as its instructional framework. In order to create a guaranteed and viable curriculum, faculty and administration have aligned instruction to learning standards by developing critical concept maps for all content areas. Each critical concept map identifies a focused set of learning standards or critical concepts which have been identified for mastery by the end of the school year. Teachers use proficiency scales to determine daily lesson goals and show the learning progression. A proficiency scale represents a progression of learning goals with three levels of difficulty: (1) the target (level 3.0) content; (2) the simpler (level 2.0) content; and (3) the more complex (level 4.0) content. Teachers use the scales to plan what students will need to know and be tested on throughout the year. The organization of scales also inform how teachers structure classroom lessons and design assessments for each unit or topic addressed.

Resources and Budget

What resources are available to address those needs? Generally What is the budget for the plan?

Considerations:

- *Resources (Existing and Needed)*

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There are numerous funding sources and resources that were made available during the pandemic that will help the district to provide services that address the needs of the whole child. Title I funding will be used to provide extended learning opportunities, instructional materials, and technology for students in the areas of Reading and Math. Student Wellness and Success funding will be used to provide medical and mental health services. ESSER Round 2 funding will be used to provide instructional technology, extended learning opportunities, and other supplies needed to provide a safe learning environment.

Approaches to Address Academic Gap Filling

What approaches will schools/districts use to fill learning needs identified above?

What steps will be taken to remove/overcome barriers that may be associated with the "Gap Filling Approaches" (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?

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?

The district has a culture of collaborative leadership and uses a framework which includes teacher-based teams, building leadership teams, and a district leadership team. The teacher-based teams are organized by grade level and/or department and meet on a weekly basis. Their main purpose is to facilitate data discussions and instructional planning to positively impact the students. During their meetings, teachers establish clear learning objectives; identify how they'll know when each student has learned the skills being taught; and determine how they'll respond when a student experiences difficulty or has already mastered the material to be taught. Building leadership teams (BLT's) and the District Leadership Team (DLT) include representatives from all grade spans PK-12, special education, career tech, and technology and meet on a quarterly basis. The BLT's establish the vision, mission, and goals for the school to increase student achievement. The DLT supports instruction through district-wide goal setting, professional development and monitoring of progress.

The district took proactive steps to prepare for the 2020-2021 school year to prevent academic gaps:

- Administration and staff worked through the summer of 2020 to meet required health and safety standards so school could open on time with in-person learning starting August 19, 2020.
- The district calendar and school day were designed to exceed the minimum required hours of instruction at all levels providing opportunities for intervention and small group instruction during the regular school day.
- The school buildings remained open during the spring COVID shutdown and summer break so school-based counseling services could be provided to students and their families.

The pandemic has emphasized the importance of the whole child approach. In order, to help children achieve academically we must address all aspects of their development. The following strategies will be implemented to close academic gaps.

Full-time Preschool: The COVID-19 pandemic has interfered with the delivery of early intervention services and early childhood education. Many providers were not willing to offer in-home visits and therapy sessions. Some parents were reluctant to send their pre-school students for in-person learning out of fear of contracting the virus. The district is offering full-time preschool five days per week to fully prepare students to enter kindergarten.

Heggerty Phonics: Heggerty Phonics provides 35-weeks of daily lessons. The curriculum teaches early, basic, and advanced skills such as: rhyming and onset fluency, isolating final or medial sounds, blending and segmenting sounds, adding and deleting phonemes, and substituting phonemes. This curriculum will be used with all students in grades K-2 and will be incorporated into the two-hour literacy block. It will also be used with individual students or small groups in higher grades for remedial work on specific skills.

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Fundations: Wilson Language's Fundations program is a daily 30-minute program used with students in grades K-3 to provide critical foundational skills, emphasizing: Phonemic awareness, Phonics/ word study, High frequency word study, Reading fluency, Vocabulary, Comprehension strategies, Handwriting, and Spelling. This program will be used as a Tier 2 intervention and be provided daily during the school's two-hour literacy block.

Wilson Reading: Wilson Reading System will be used as an intensive Tier 3 reading intervention program for students in grades 2-12 who are not making sufficient progress. Students will receive instruction in word structure, word recognition, spelling, high frequency words, vocabulary, word-learning skills, listening comprehension, reading comprehension, proofreading skills, narrative/informational text structures, and organization of information for oral and written expression.

iReady Reading and Math: iReady Reading and Math Diagnostic and Learning programs will be used to provide remediation and enrichment to students in grades K-8 in the areas of Reading and Math. Students will be assessed using the iReady Diagnostics five times per year (beginning of school, end of each quarter) to monitor progress. Students will participate in iReady Learning's personalized lessons and learning games to strengthen their reading and math skills.

After School Tutoring: After School Tutoring will be delivered either One-on-One or in a Small-Group setting. Teachers will work with students on a particular reading, writing, or math skill. The sessions will focus on building students' strengths, and helping them improve their skills in areas that challenge them. The content will be tied to the grade-level curriculum allowing students to practice and reinforce what they are learning in the classroom.

In-school intervention Period: Students in grades 6-8 will be provided with a daily in-school intervention period called Core. During Core class, students will receive one-on-one and small group instruction in Core subjects (Reading, Math, English, Science, and Social Studies). Students will be identified for remediation based on their classroom performance and iReady diagnostic results.

Summer School: This traditional in-person summer school program will provide students in grades 6-12 with the opportunity to recover failed credits and get back on track. The courses will be taught by the Toronto Jr.-Sr. High School faculty and offered in June. Course offerings will be determined by student need and may include classes in math, reading, English, science, and social studies.

Credit Recovery: Credit deficient high school students will be permitted to participate in a credit recovery program using the virtual learning academy curriculum. The program is designed for students who did not pass a course the first time. Students may participate in the online classes during the summer or during the school year. The program is designed to give students the opportunity to catch up and graduate on time.

STEM Academy: STEM Academy is a week-long summer enrichment program open to all students in grades 4-7. The program develops science, technology, engineering, and math skills through hands-on, project-based authentic learning experiences.

School Psychologist Services: A school psychologist will now be employed in the district four days per week in anticipation of increased need for psychological and academic assessments due to the impact of the pandemic. The school psychologist will also provide direct support and interventions to students; and consult with teachers and families, and other mental health professionals to improve student support strategies. School administrators will collaborate with the school psychologist to improve school-wide practices and collaborate with outside providers to coordinate needed services.

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Partnerships

Which local and regional partners can schools and districts engage in supporting student needs?

Considerations:

- *Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)*
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Budget

The Toronto City School District will be partnering with CHANGE, Inc., the Jefferson County Educational Service Center, Helping Hands of Toronto, The Toronto Coalition for Revitalization, Nationwide Children’s Hospital, and Toronto Emergency Services to support the needs of our students.

CHANGE, Inc. Community Action Agency was formed in 1983. It is a full-circle agency, addressing many of the needs of the economically disadvantaged in Jefferson County, Ohio. C.H.A.N.G.E., Inc. operates the School Based Health Center in the Toronto City Schools. In exchange for office space, C.H.A.N.G.E., Inc. runs a fully functioning health clinic with a full-time staff including a medical assistant, a nurse practitioner, and two social workers. The SBHC offers mental health and medical care to the students, staff, and families of the Toronto City School District. The district also contracts additional services from C.H.A.N.G.E., Inc. including an elementary school nurse, elementary social worker, and substitute school nurses.

Jefferson County Educational Service Center (JCESC) is one of 88 county school districts established by the Ohio General Assembly. The Toronto City School District relies on the JCESC for a variety of services. The JCESC provides the Virtual Learning Academy which is the online curriculum used by the district for credit recovery and home instruction. The district also contracts a school psychologist and speech therapist from the JCESC.

Helping Hands of Toronto is a non-profit corporation that provides food and other essential goods and services to those in need in the City of Toronto and the surrounding area. The district will partner with the Helping Hands of Toronto to provide food to socio-economically disadvantaged families in Toronto. Helping Hands provides “Blessing Bags” to Toronto students which contain breakfast and lunch for all of the days of the Christmas break. Helping Hands operates a summer feeding program for the students of Toronto. Children can go to a centralized location to receive lunch Monday-Friday during the summer break.

The Toronto Coalition for Revitalization is a non-profit organization committed to the survival and renewal of the Toronto community. The Coalition provides funds to the district to support students’ needs. The funding is used to provide emergency assistance to Toronto students and their families such as rent assistance, utility payments, clothing, and school supplies.

Nationwide Children’s Hospital’s Center for Suicide Prevention and Research provides the Signs of Suicide (S.O.S.) program to schools in Jefferson County, Ohio free of charge. S.O.S. is an evidence-based suicide prevention program that educates students about the relationship between suicide and depression, and teaches them how to get help for themselves or a friend. The Nationwide Children’s staff will provide the Toronto City School District with a mental health professional to conduct trainings and facilitate the roll out of the S.O.S. program, conduct risk assessments and develop safety plans for at-risk students; and all S.O.S. curriculum and materials.

Toronto Emergency Services (Police, Fire, and TEMS): The Toronto City School District has partnered with all Toronto Emergency Service for Handle With Care. Handle with Care” provides the school with a “heads up” when a child has been identified at the scene of a traumatic event. Emergency personnel are trained to identify children at the scene, find out where they go to school and send the school a confidential email or text that simply says . . . “Handle Johnny with care”. In addition to providing notice, emergency personnel build positive relationships with students by interacting on a regular basis. They visit classrooms, stop by for lunch, and simply chat with students to help promote positive relationships. School staff have been trained on the impact of trauma on learning, and are incorporating interventions to mitigate the negative impact of trauma for identified students.

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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.

Considerations:

Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)

The Learning Recovery & Extended Learning Plan is directly aligned to the goals, objectives, and intentions of the Student Wellness and Success Plan, the Remote Learning Plan, ESSER Funding, and Title programs. The fundamental principles of all of these plans and programs are to address the needs of the whole child while eliminating barriers and providing equal access to services, equipment, and materials that enable students' to learn and achieve.

The following are other commonalities amongst these plans:

- extended learning opportunities to remediate and accelerate student growth and achievement
- medical care services to help students attain and maintain an optimal health status so that they may receive maximum benefit from their educational experiences;
- mental health services including identification, treatment, and intervention for childhood behavioral and emotional disorders as well as counseling for mental health issues and professional development for staff
- monitoring of student progress, attendance, participation, and performance using formal or informal assessments

Approaches & Removing/ Overcoming Barriers

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.)?

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.)*

The school district will remove barriers that may be associated with the social/emotional needs of students by offering services onsite through its School Based Health Center (SBHC) operated by C.H.A.N.G.E., Inc. and through its partnership with Nationwide Children's Hospital. The district will continue to employ two school nurses to attend to the medical needs of students. Having two nurses will provide better access to treatment and management of health conditions. School nurses will evaluate medical issues and determine whether a referral to the School-Based Health Center is needed. The district's School-Based Health Center is available to students, staff, and their families. Medical care and mental health service will be provided by the SBHC's staff of a full-time medical assistant, nurse practitioner, and two social workers. The SBHC is also equipped with telemedicine equipment so students have access to medical and mental health experts outside of the area. Mental Health evaluation and counseling services will be provided by two full-time social workers in the SBHC. The social workers will provide a full array of services at three tiers: universal mental health promotion for all students; selective services for students identified as at risk for a mental health concern; and indicated services for individual students who already display a mental health problem. These services will be available year-round. The ongoing stress and uncertainty created by COVID-19 pandemic has made it especially difficult for children to cope. Nationwide Children's Hospital's Signs of Suicide (SOS) program will be offered to seventh and tenth grade students. It is a universal, school-based prevention program that raises awareness about behavioral health and encourages students to ACT (Acknowledge, Care, Tell) when concerned about themselves or their peers. Students learn to identify warning signs of suicide and depression. The district will administer the BSAD (Brief Screen for Adolescent Depression) to all seventh and tenth grade students to identify those suffering with depression and connect them with appropriate services.