

Learning Recovery and Extended Learning Plan

District Name:	George Voinovich High School
District Address:	1906 E. 40 th Street Cleveland, Ohio 44103
District Contact:	Sarah O'Bryan
District IRN:	012042

Beginning in March 2020, education in the United States, and the world, changed dramatically due to the COVID-19 pandemic. As the school year ended it was apparent that the crisis would continue, and we needed to think differently about the 2020-2021 school year. As a result of this thoughtful planning, George Voinovich H.S., who was just re-opening, offered a virtual option for families to choose that was implemented on the first day of school, regardless of the student's grade level. This allowed families to consider their student's health and their comfort with the current COVID-19 status in our community along with their ability or interest in facilitating learning at home and many other important factors. Families who were enrolled were told that we would use the virtual format for the entire year.

Full time at home

Students learn from home every day school is in session as delineated in the school's Board approved calendar. Students were provided a Chromebook and internet reimbursement if needed based on participation and eligibility guideline. Teachers facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers can modify the activities within each lesson to provide additional practice opportunities, an alternative approach, or add opportunities to engage with tools such as iXL, iReady or other programs to differentiate for student learning needs around a given standard. Teachers also use the assessments within the virtual curriculum, or they can add their own formative and summative measures. Opportunities to engage in special subjects and electives such as Art, Music or PE, as defined by the school's instructional schedule, are also offered to virtual students. Each day instruction is a mix of teacher-led, synchronous sessions and student-led practice activities. Expectations were set for the number of hours students should be expected to engage in learning, and how the family should be prepared to support their child's learning at home. There is a mix of online learning that requires a computer and other offline activities that require solving math problems, collaborating with peers, exercising, etc. Students with Special Education needs will receive these services as specified in their IEP virtually within Canvas, our learning management platform. The Big Blue Button feature inside our closed Canvas platform is HIPPA and FERPA compliant, thus providing a safe environment for our specialists to work directly with students on their caseload to provide the necessary services. This feature is also be used by our Title I teachers and those that support our English Learners. Regular communication occurs with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through the Canvas platform, phone calls, text messages, video conferencing or other means.

Identifying and Meeting Students' Academic Needs

Identifying Impacted Students	<p>Spring 2021 For the 2020-2021 school year, we utilized NWEA MAP Testing and STARS Testing to assess student growth. These assessments, given in the fall, winter and spring to all students, and allow us to measure the academic growth of our students in both mathematics and reading. Reports within the system allow us to see which students are on track for meeting grade level goals, which ones are exceeding the expected pace for growth and which ones are not meeting the growth targets. This crucial information forms the basis for the supports we provide students.</p> <p>Other ways we recognized and monitored impacted students...</p> <ul style="list-style-type: none"> ● Monitor student academic progress ● Review attendance records and note students who may have lost instruction ● Teachers to identify potential topics not covered in full or not mastered.
	<p>Summer 2021 For students who are identified for additional supports in the summer of 2021, we will continue to utilize remedial curricular supports in targeted areas, individualized to meet student needs.</p>
	<p>2021-2022 We will continue to use STARS Testing assessment for all our students. For students enrolled at the school last year, we will have a full year of data to continue to identify students' learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.</p> <p>We will also continue to monitor student academic progress and classroom assessments throughout the year.</p>
	<p>2022-2023 We will continue to use STARS Testing assessment for all our students. For students enrolled at the school last year, we will have two years of data to continue to identify students' learning needs and put structures and programs in place to support those academic needs. We will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.</p> <p>We will also continue to monitor student academic progress and classroom assessments throughout the year.</p>
Approaches to Support Impacted Students	<p>Spring 2021 We have offered impacted students small group instruction, tutoring, and additional supports provided by our two success coaches</p>
	<p>Summer 2021 We will use the summer to collect data and revise supports to determine how we can provide more tailored supports for impacted students.</p>
	<p>2021-2022 We will continue to offer impacted students small group instruction, tutoring, and additional supports provided by our two success coaches along with Title supports. Additional after-hours tutoring will be made available for impacted students.</p>
	<p>2022-2023 We will continue to collect data, look at procedures and supports to determine how we can improve supports for students. We will also continue to offer impacted students small group instruction, tutoring, and additional supports provided by our two success coaches along with Title supports. Any further supports that are determined needed will also be implemented.</p>
Professional Learning Needs	<p>Spring 2021 The instructional team has participated in professional development opportunities specific to the implementation of the AMP curriculum and provided additional opportunities for training to tailor instruction to individual student needs.</p>
	<p>Summer 2021</p>

	<p>Our staff will use the summer to analyze the spring data and develop detailed learning plans and individualized educational supports. Training for staff in the development of individualized learning plans for all students will also occur.</p> <p>2021-2022 Teachers will continue to be provided with a variety of professional development opportunities on-site, off-site, and virtually through the leadership team, the authorizer, and other reputable sources. Needs will be determined through data analysis as determined by the Teacher Based Teams (TBT), Building Leadership Team (BLT) and the Local Professional Development Committee (LPDC).</p> <p>2022-2023 Teachers will continue to be provided with a variety of professional development opportunities on-site, off-site, and virtually through the leadership team, the authorizer, and other reputable sources. Needs will be determined through data analysis as determined by the Teacher Based Teams (TBT), Building Leadership Team (BLT) and the Local Professional Development Committee (LPDC).</p>
Partnerships	<p>Spring 2021 No partnerships were used during this time because of COVID. The school employs a success coach who acts as a wrap around service coordinator. She has started to develop partnerships that will be used in the future to provide supports for our students.</p>
	<p>Summer 2021 Our success team will meet during the summer to develop a plan for identifying and providing supports for students in need.</p>
	<p>2021-2022 As an expanding school, GVHS will continue to implement an intensive campaign to build and sustain meaningful relationships with members of the residential and business community within Cleveland and the surrounding areas. This initiative will focus on expanding the resource pool for GVHS students and increasing the number of students to whom we are able to provide quality educational supports.</p>
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Alignment	<p>Spring 2021 All partnerships will be aligned with the school's Wellness and Success plan, Remote learning plan, and Continuous Improvement Plan and partnerships will be adjusted as the needs of students evolve. GVHS' focus continues to be providing supports and removing roadblocks to improve opportunities for our students to graduate and have a successful adult life.</p>
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Resources and Budget	<p>The school will utilize funding available through federal entitlement grants (Title I, II-A, IV, IDEA, etc.), Student Wellness funding, and funding made available through the Elementary and Secondary School Emergency Relief Fund (ESSER) to expand curricular and academic resources and supports for students. This may include but not be limited to academic resources, additional curricular resources, additional instructional and support staff, and other operational considerations to ensure a safe and</p>

	<p>inviting learning environment for all students.</p> <p>Budget - At this time, the school does not have grant funds but will utilize General Funds to support our students.</p>
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Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021 The school regularly analyzes data, both academic and behavioral, to identify students who may need additional supports. The guidance counselor and the success coaches hold regular open office hours for parents and students to share concerns or address student needs. Students who have experienced academic or social emotional challenges have been provided additional support and interventions through the Response to Intervention (RtI) process.</p>
	<p>Summer 2021 The school team will continue outreach to families, host informational sessions and events, and extend meetings with the school leadership and instructional team as needs arise. Students will continue to be offered ongoing supports based upon need and tailored to ensure effectiveness.</p>
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Approaches for Impacted Students	<p>Spring 2021 Students who have experienced academic or social emotional challenges have been provided additional support and interventions through the Response to Intervention (RtI) process. This includes specific social emotional supports utilizing small group services and additional classroom interventions as appropriate as well as sourcing partnerships with outside agencies.</p>
	<p>Summer 2021 The school team will continue outreach to families, host informational sessions and events, and extend meetings with the school leadership and instructional team as needs arise. Students will continue to be offered ongoing supports based upon need and tailored to ensure effectiveness. There will be a focus on meeting with outside agencies and developing a service and support plan for impacted students will be completed. The school will use this time to build a list of providers that can provide additional supports for students.</p>
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Professional Learning Needs	<p>Spring 2021 Teachers will continue to be provided with a variety of professional development opportunities on-site, off-site, and virtually through the leadership team, the authorizer, and other reputable sources. Needs will be determined through data analysis as determined by the Teacher Based Teams (TBT), Building Leadership Team (BLT) and the LPDC.</p>
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Partnerships	<p>Spring 2021 GVHS is invested in supporting the education and social, emotional, and physical well-being of all students, their families, and staff. Our goals are to collaborate with community partners to be proactive in this holistic approach for each student. Creating opportunities for students with emotional needs to be supported in our school and students' physical needs being met daily. Through a partnership with Catholic Charities, Pipeline Counseling, Signature Health and Centers for Families, we will expand opportunities to meet the diverse needs of our students.</p> <p>Summer 2021 GVHS is invested in supporting the education and social, emotional, and physical well-being of all students, their families, and staff. Our goals are to collaborate with community partners to be proactive in this holistic approach for each student. Creating opportunities for students with emotional needs to be supported in our school and students' physical needs being met daily. Through a partnership with Catholic Charities, Pipeline Counseling, Signature Health and Centers for Families, we will expand opportunities to meet the diverse needs of our students</p> <p>2021-2022 – GVHS is invested in supporting the education and social, emotional, and physical well-being of all students, their families, and staff. Our goals are to collaborate with community partners to be proactive in this holistic approach for each student. Creating opportunities for students with emotional needs to be supported in our school and students' physical needs being met daily. Through a partnership with Catholic Charities, Pipeline Counseling, Signature Health and Centers for Families, we will expand opportunities to meet the diverse needs of our students</p> <p>2022-2023 GVHS is invested in supporting the education and social, emotional, and physical well-being of all students, their families, and staff. Our goals are to collaborate with community partners to be proactive in this holistic approach for each student. Creating opportunities for students with emotional needs to be supported in our school and students' physical needs being met daily. Through a partnership with Catholic Charities, Pipeline Counseling, Signature Health and Centers for Families, we will expand opportunities to meet the diverse needs of our students</p>
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