



Learning Recovery & Extended Learning Plan

District Name:	Youngstown City School District
District Address:	474 Bennington Avenue, Youngstown, Ohio 44505
District Contact:	CEO Justin Jennings
District IRN:	045161

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 the 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 & Approaches to Address Academic Gap Filling

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>	
Approaches & Removing/Overcoming Barriers	<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>	
Spring 2021	<p>Beginning March 15th, all scholars will have the opportunity to return to a hybrid learning model or continue with remote instruction.</p> <p>We will continue to review both formative and summative data collected during remote instruction to inform instruction and support for each scholar during the remainder of the school year. Data collected and reviewed will include academic, attendance, and behavioral records of scholars.</p> <p>Preschool teachers will conduct the Spring Early Learning Assessment (ELA) as well as the end-of-year Heggerty Assessments to determine scholars’ levels and areas needing intervention.</p> <p>The scores from the middle of the year DIBELS assessment for grades K-3 scholars will continue to inform teachers’ progress monitoring schedules as scholars below grade level will continue to be monitored every two weeks and all other scholars will be monitored adhering to a district-adopted progress monitoring calendar. This benchmark data and the YCSD Decision Rules for Grades K-3 will then be used to inform intervention throughout the week for all scholars. Reading Improvement Monitoring Plans have been created and will continue to be monitored for each scholar reading below grade level. Title I teachers will support students with identified learning gaps by working with scholars during the daily intervention period. Title I teachers will also push into Tier I instruction to provide needed supports and scaffolds to scholars.</p> <p>Scholars in grades 2-9 will continue to spend 30 minutes per day on MindPlay. MindPlay is an online educational software designed to assist scholars of all ages with their reading needs. MindPlay intervention lessons focus on comprehension, but also foundational reading skills such as phonological awareness, phonics, and fluency. Weekly data collected from MindPlay and the YCSD Decision Rules for grades 2-3 and grades 4-9 will then be used to inform intervention throughout the week for all scholars.</p>	<p>Budget</p> <p>ESSER funds will be used to purchase the PPE equipment and additional school supplies for scholars to use during hybrid instruction.</p>



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The data collected from the middle of the year NWEA MAP will continue to be used to determine appropriate interventions and support for all scholars in grades 2-11 for reading and all scholars in grades K-11 in math. Science assessment data will also be available for scholars in grades 5, 8, and 9. Teachers and Teacher Based Teams will utilize the benchmark data as well as the NWEA Learning Continuum to assess and meet scholars' specific learning needs.

Title I Teachers

Title I teachers will provide targeted interventions to scholars through the use of the YCSD Decision Rules for Grades K-3 and Grades 4-9. The Decision Rules are aligned to DIBELS and other foundational reading data. The Literacy Decision Rules Flowchart is an instructional tool to help determine appropriate data-based interventions in the domains of word recognition and language comprehension in grades K-3. When not supporting scholars in intervention, Title I teachers will push into classrooms and support Tier I instruction and provide scaffolds for scholars when needed.

Preschool Scholars

Each preschool classroom has an educational assistant to be in compliance with preschool ratio state licensing requirements. The hybrid preschool schedule was created for in-person days that align with the Creative Curriculum including Literacy, Math, SEL, STEM, as well as gross and fine motor. All lessons are aligned to the Ohio Early Learning Standards. Intervention activities and choice times are also incorporated into the daily schedule. Full-day programming requires a rest period to be offered for any scholar who requests one. During this time, any scholar who does not require a nap will participate in individualized activities. Preschool teachers will conduct the Spring Early Learning Assessment (ELA) as well as the end-of-year Heggerty Assessments to determine scholars' levels and areas needing intervention. Preschool intervention specialists, as well as related services, will provide in-person services to those scholars returning in person and continue with remote services for those scholars remaining remote to meet their IEP minutes. Preschool teachers will focus on providing intervention during center/choice time as well as during the rest period for any scholar who does not require a rest period.

Grades K-5 Scholars

During the in-person learning days, teachers will follow a schedule with an emphasis on literacy, math, intervention, and enrichment. This will allow more time to work with the scholars on their identified needs.

Grades 6-8 Scholars

During the in-person learning days, teachers will follow the master schedule which will provide scholars with an emphasis on all core content areas, intervention, and enrichment.



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	<p>High School Scholars High school seniors who are not on track to meet their graduation pathway will have an opportunity to work on their path daily during the fourth quarter of the academic year.</p> <p>Seniors who are non-CTE will have the opportunity to attend Choffin in the afternoons to gain the required credentialing that can qualify them for graduation requirements. This will be set up on an individual basis with recommendations coming from East and Chaney high schools.</p> <p>Scholars with Disabilities In addition to a review of the same data used for all scholars, those identified with a disability will have their IEP amended to reflect the shift to a hybrid learning model if the scholar is returning to in-person learning. Building Special Education Supervisors will work with Intervention Specialists to review the progress scholars have made on their IEP goals and objectives with particular attention to the quarters in which schools were fully remote. Related service personnel will be included as appropriate. Any learning gaps will be identified and addressed through targeted intervention.</p> <p>Based upon a review of progress there may be scholars for whom an IEP meeting is scheduled to consider Recovery Services. As with any other summer, there may be scholars for whom Extended School Year services are deemed appropriate by the IEP team.</p> <p>Scholars with a Written Educational Plan All scholars identified as gifted and talented will continue to receive gifted services in-person, in the hybrid learning model, or virtually. The Written Education Plan created in the fall of 2020, will continue as written. All teachers that are servicing gifted scholars in the areas of Superior Cognitive Ability, Math, Reading/Writing, and/or Creative Thinking ability will continue to complete quarterly progress reports that are mailed home to families at the end of each nine weeks.</p> <p>Scholars with a Written Education Plan who display learning gaps and are not reaching their NWEA RIT score will receive targeted intervention aligned to the NWEA Learning Continuum and Mindplay. Progress will be monitored and reported out to families quarterly through the Written Education Plan progress report.</p> <p>Scholars identified as English Learners Scholars identified as English Learners (EL) will continue to receive language acquisition support through face-to-face small group instruction with a certified EL teacher and push-in support with a bilingual Educational Assistant when attending in-person, remotely, and during the hybrid model. EL scholar progress will be monitored, assessed, and recorded through the use of the supplemental materials purchased through Title III funding. Exited EL scholars will also be monitored by</p>	
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	<p>TESOL to ensure their academic progress continues in the general education classrooms.</p> <p>Scholars identified as either Emerging or Progressing English Learners (as based on their OELPA results) will be supported through face-to-face small group instruction daily for up to 60 minutes per day with an EL teacher. Lesson plans will be developed utilizing the Ohio English Language Proficiency (ELP) Standards to focus on specific areas of need within the 4 domains of language acquisition. Groupings will be based on EL scholars' language levels to assist with their development towards language proficiency. In-classroom support will be provided to EL scholars identified as Emerging or Progressing by bilingual Educational Assistants. Progress monitoring will be conducted utilizing the supplemental instructional resources and rubrics by assessing critical language progression needed to be successful in a general education setting. EL scholars will also participate (where needed) in any additional intervention support provided at the school. (e.g. Tier 2 interventions funded through Title I.) Continuous monitoring of exited (i.e. Proficient) EL scholars for the following two years will be maintained through the support of the assigned TESOL teacher at the home school.</p> <p>Multi-tiered Systems of Support Current MTSS documents will be reviewed for those scholars who are experiencing academic or behavioral concerns. Teams meet regularly to review the documentation submitted for referred scholars and to discuss the interventions, supports, and progress on each tier of the framework. Social workers, guidance counselors, and parent engagement coordinators are members of the MTSS teams as well as other staff who have knowledge of the scholar or expertise that can contribute to individual scholars' plans in conjunction with the parent. Ensuring that all stakeholders are involved in providing support to scholars and seeking additional resources as appropriate is a goal for each building team.</p>	
<p>Summer 2021</p>	<p>YCSD will host a full-day learning recovery & extended learning program during the 2021 summer. The 5-week program will be open to all scholars in grades PK-12. The duration of the summer program is June 7 to July 9, 2021.</p> <p>All scholars will be strongly encouraged to register for the summer sessions. We will utilize the MTSS process and data to identify scholars in need of intensive support.</p> <p>Preschool Scholars Scholars will have the option to participate in a full-day Preschool Summer Opportunities program on Mondays, Tuesdays, and Wednesdays that will provide various experiences to enrich their social, emotional, and educational skills. The program will also offer opportunities for enrichment for preschool scholars that will expand their educational experiences through virtual field trips and outside organizations that will visit the schools. This opportunity will provide our youngest scholars with in-person educational support to build background knowledge,</p>	<p>Budget ESSER funds will be used to support the summer extended learning/ enrichment program. Funds will be used to purchase PPE, instruction and enrichment resources and materials, and supplies. In addition, funds will be used to</p>



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	<p>provide hands-on experiences, and prepare scholars for either Kindergarten or a continued preschool experience.</p> <p>In addition to the summer opportunity provided by the district, scholars who are age-eligible for Kindergarten will have the opportunity to participate in the Success by Six program where scholars will receive 64 hours of instruction from a licensed teacher. This will support scholars academically, socially, and emotionally as they prepare to enter kindergarten.</p> <p>Daily Schedule for Preschool Scholars:</p> <p>Preschool Monday, Tuesday, Wednesday- 8:30-3:30 8:00- Staff Arrives 8:30- Scholars Arrive 9:00- Morning Meeting 9:15- Breakfast 9:45- Literacy Block 10:35- Gross Motor 10:50- Math Block 11:35- Lunch 12:05- Optional Rest Period (90 min.) / Intervention for those who are not resting 1:35- Enrichment Opportunities 3:00- Closing Circle/Wrap Up</p> <p>K-8 Scholars As we transition to summer 2021, we will create <i>Pathways of Progress</i> - tiered pathways for ALL as determined by scholar data:</p> <ul style="list-style-type: none"> • Focus on <i>Enrichment</i> activities for those scholars who had exemplary attendance with data that supports academic growth throughout remote/hybrid learning. • Focus on <i>Frontloading</i> Standards work for scholars moving into the next grade - designed for those scholars who attended regularly, completed work, but with data that indicates they may have struggled in a remote/hybrid learning environment. • Focus on <i>Strengthening</i> academic rigor for those scholars with attendance difficulties during remote/hybrid instruction in order for them to pass to the next grade. <p>Tier 1 instruction and Tier 2 and 3 intervention will occur Monday through Wednesday each week. Enrichment activities will occur on Thursdays and Fridays and will be led by several of our community partners.</p> <p>On Thursday of each week, teachers will meet in Teacher Based Teams to review scholars' data and progress from the week and plan instruction for the following week. This day will also be devoted for teachers to receive professional</p>	<p>cover the costs of contracts entered into with our partner agencies who will assist with providing enrichment opportunities for our scholars.</p>
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	<p>development related to core instructional strategies and intervention strategies. Professional development will be provided by the YCSD academic team, instructional, math, and literacy coaches, and Dr. Marlo Miller, a Regional Literacy Lead.</p> <p>Daily Schedules for K - 8 Scholars:</p> <p>K-8 Monday, Tuesday and Wednesday- 8:30-3:30 8:00- Staff Arrives 8:15-Scholars Arrive 8:15-8:45- Breakfast 8:45-10:15- ELA Block 10:15-10:25- Stretch Break/ Restroom 10:25-10:40- Inner Explorer 10:40-12:10- Math Block 12:10-12:50- Lunch Break 12:50-1:50-Enrichment Activity 1:50-2:00- Transition-Restroom 2:00-3:00- Intervention Period - Use MindPlay, Decision Rules and small groups 3:00-3:15-Teacher Choice 3:15-3:30- Wrap Up & Dismissal</p> <p>Thursday and Friday- 8:30-3:30 YCSD will partner with community agencies such as the United Way, Red Zone, YMCA, Boys and Girls Club, Oh WOW, etc. to support our scholars. The community agencies will be able to support the academics by incorporating reading and writing into the activity/exploration that the scholars are involved in. East and Chaney High School athletic directors in conjunction with coaches from various sports including but not limited to: football, volleyball, baseball, cross country, and basketball, will offer a 1.5-hour skills camp to each building on Thursday and Friday. Scholar athletes will assist the coaching staff with opportunities to work with youth and cultivate leadership skills by assisting coaches in their athletic interest with younger scholars.</p> <p>Gifted- K-8 Gifted scholars and those scholars scoring above-grade-level will focus on <i>enrichment</i> activities (scholars that have exemplary attendance with data that supports academic growth throughout remote/hybrid learning) will have an opportunity to participate in Camp Challenge, which will be designed to help scholars think using higher-level thinking skills and to use deductive and creative thinking skills.</p> <p>Camp Challenge Schedule: Option for Grades K-8 high-ability/gifted scholars (Monday, Tuesday, Wednesday) 8:00- Staff Arrives</p>	
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8:15-Scholars Arrive
 8:15-8:45- Breakfast
 8:45-9:45- Literature Study/Book Club
 9:45-10:15- Creative/Critical thinking
 10:15-10:25- Stretch Break/ Restroom
 10:25-10:40- Inner Explorer
 10:40-12:10- Project-Based Learning (emphasis on Math)
 12:10-12:50- Lunch break
 12:50-1:50- Genius Hour: Independent Study/Research(Topic of Choice/Passion)
 - Student-led (choice)/Teacher facilitated and guided
 1:50-2:00- Transition-Restroom
 2:00-3:00- VPA Enrichment
 3:00-3:15-Teacher Choice
 3:15-3:30- Wrap Up & Dismissal

Grades 9-12

All scholars will be strongly encouraged to register for the summer sessions. We will utilize NWEA, OCBA, and course credit earned to determine scholars' needs. Summer enrichment will be a split day opportunity to maximize a scholar's ability to participate in either to reclaim credit or to earn initial credit and/or participate in enrichment that allows them to focus on their own needs and interests. Scholars who need to reclaim credit can reclaim one credit per session allowing for a maximum of two credits to reclaim or earn if they do not have other enrichment.

The flexibility of this will enhance scholar access to academics and enrichment. Scholars can choose programs that fit their current and future goals. This may include participation in athletics, clubs/activities, work on graduation pathways for scholars who did not complete graduation requirements for the class of 2021, or for scholars who would like to begin working on their pathway for the class of 2022 and beyond.

Daily Schedule for 9-12 Scholars:

Monday, Tuesday, Wednesday, and Thursday AM Academics- 8:00-11:30

7:55- Staff Arrives
 8:00-Scholars Arrive
 8:00-8:15- Breakfast
 8:15-11:25- Individualized course work
 11:25-12:20-Lunch break for AM session

Monday, Tuesday, Wednesday, and Thursday AM Enrichment- 8:00-11:30

7:55- Staff Arrives
 8:00-Scholars Arrive
 8:00-8:15- Breakfast
 8:15-10:25- Athletic participation (organized sports), graduation pathways to include a basic credentialing package, work on Ohio Means Jobs readiness seal,



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	<p>Career exploration/Virtual College Exploration, OCBA tutorials preparation for summer administration 10:25-11:25-VPA Exploration 11:25-12:20 Lunch break</p> <p>Monday, Tuesday, Wednesday, and Thursday PM Academics- 12:30-3:30 12:20-Return from lunch 12:30-1:30 Individualized course work 1:30-1:35- Stretch Break/ Restroom 1:35-3:30- Individualized course work 3:30-Conclusion for the day go home or attend any pm athletic participation</p> <p>Monday, Tuesday, Wednesday, and Thursday PM Enrichment: 12:30-3:30 Afternoon enrichment may also include participation in athletics or utilization of the following schedule: 12:20- Return from lunch 12:20-1:20- VPA Exploration 1:20-1:30- Break-Restroom 1:30-3:25- graduation pathways to include a basic credentialing package, work on Ohio Means Jobs readiness seal, Career exploration/Virtual College Exploration, OCBA tutorials preparation for summer administration, SAT 3:30-Conclusion for the day, go home or attend any pm athletic participation</p> <p>Basic Credential Package: (Timeline for completion: 3-full days)</p> <ul style="list-style-type: none"> ● CPR/First Aid/ AED (1pt) ● Bleeding Control Basic 1.0 (1pt) ● National Incident Management System 100 (4pts) ● National Incident Management System 700 (4pts) ● National Incident Management System 200 (1pt) ● National Incident Management System 800 (1pt) <p>Choffin Career & Technical Center plans to offer program-specific credentialing (Phlebotomy, cosmetology, state-required hours, etc.) to current seniors who missed out on these credentials during remote instruction as well as graduated seniors from the 2019-2020 school year. This will run based on demand from scholars who qualify.</p> <p>Gifted - High School Gifted scholars and those scholars scoring above-grade-level will focus on <i>enrichment</i> activities (scholars that have exemplary attendance with data that supports academic growth throughout remote/hybrid learning) will have an opportunity to participate in Camp Challenge, which will be designed to help scholars think using higher-level thinking skills and to think in different ways.</p> <p>Camp Challenge Schedule: Option for HS high-ability/gifted scholars (Monday-Thursday)</p>	
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	<p>8:00- Staff Arrives 8:15-Scholars arrive 8:15-8:45- Breakfast 8:45-9:45- Book Club/AP summer reading 9:45-9:55- Break 9:55-10:45- Project-Based Learning (Math emphasis) 10:45-11:00- Critical/Creative Thinking 11:00-12:10 Genius Hour: Independent Study/Research(Topic of Choice/Passion) - student-led, facilitated by the teacher. 12:10-12:40- Lunch Break 12:40-1:40- VPA Enrichment 1:40-3:30- Independent work - Guided work on individual graduation pathways: AP/SAT test prep, Book club/ AP summer reading time, continue to work on Genius Hour Project.</p> <p>Expanding Opportunities All Algebra I, ELA I and II teachers will receive virtual summer professional development for the implementation of Pre-AP courses in these areas to be implemented for the 2021-22 school year. AP Language and Literature teachers will also receive summer training by attending virtual AP summer institutes.</p> <p>Special Education - all grades Building Special Education Supervisors will work with Intervention Specialists to review the progress of all scholars identified with a disability in respect to the progress they have made on their IEP goals. Related service personnel will be included as appropriate. Based upon a review of progress there may be scholars for whom an IEP meeting is scheduled to consider Recovery Services. Per the Ohio Department of Education, “the term recovery services reflects the need of learners to recover from any education gaps in learning caused by the unexpected school-building closures . . . the determination to provide recovery services to students with disabilities must be done on a case-by-case basis.”</p> <p>Recovery services may be provided to a scholar who did not make expected progress and demonstrate some gaps in their learning and are designed to help our scholars with disabilities recover any learning loss they may have experienced. If a decision for Recovery Services is made, the IEP team will determine what services are needed, what Specially Designed Instruction is required, and how the services will be delivered.</p> <p>A number of questions should be considered in regard to providing recovery services such as:</p> <ul style="list-style-type: none">• Baseline measures and progress on IEP goals and objectives prior to the building closure period• Progress reports during the closure period• FAPE provided during the closure period• Progress during the closure with FAPE provided	
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	<p>The summer learning opportunities <i>Pathways to Progress</i> allows for an individually designed program within the pathway for those scholars who have been identified for Recovery Services. These services will run parallel to, and where possible, be interwoven with the opportunities provided for all scholars.</p> <p>Any scholar identified with a disability will be encouraged to take advantage of the summer learning opportunities being offered by the district as we have been working diligently to create inclusive Pathways for all scholars in our plans.</p> <p>As with any other summer, there may be scholars for whom Extended School Year services are deemed appropriate by the IEP team. This decision is based upon the amount of time an individual scholar may need to recoup a critical skill area. Again, Special Education Supervisors will work directly with Intervention Specialists through the IEP process to identify any scholar requiring these services. Once identified, an individual program is developed for that particular scholar. We will make every attempt to have the ESY service align with opportunities available within the <i>Pathways of Progress</i>.</p> <p>English Learners</p> <p>On each day an EL scholar attends summer learning, they will have the opportunity to attend regularly scheduled courses with assistance from an EL EA. In the assignment of elective courses for these scholars, an English Language Intervention (or a course by some other name) can be scheduled for scholars to receive direct language instruction. On other learning days, these scholars may still attend other enrichment activities or opportunities to provide an immersive learning experience.</p> <p>Emergent language learners may receive scaffolded supports from a bilingual English Language Educational Assistant during normally scheduled, immersive academic classes as assigned. English Language Intervention electives will be delivered by a licensed EL teacher, with the support of an EL EA (when necessary). Core classroom teachers who have EL scholars assigned to them will receive support from both EL EAs and EL Teachers in various capacities during Summer 2021 learning opportunities.</p> <p>Should enrollment numbers dictate multiple elective courses for EL scholars, cohorts for courses will be assigned based on an EL scholar's OELPA placement scores, as well as NWEA Spring benchmark data to ensure instructional materials are of the appropriate language level.</p> <p>Pre-School - Grade 12 VPA Enrichment Component</p> <p>The Visual and Performing Arts department will promote artistic literacy, innovation, creativity, and excellence in the arts by providing a high-quality, sequential PK-12 experience for all scholars. YCSD's VPA Department is thrilled to introduce an exciting, innovative new curriculum for the 2021-2022 school year.</p>	
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Summer Enrichment will focus on Five Characteristics Traits:

1. Work Ethic - Scholars should attend to task; demonstrate persistence; show best effort; be able to carry out a duty and be trustworthy.
2. Commitment - Scholars will pursue tasks even when difficult or uninteresting; have a commitment to learning; have a commitment to the classroom community.
3. Fairness/Justice - Scholars will show objectivity, consider the unique characteristics of individuals and situations when making decisions.
4. Self-Respect - Scholars will realize their worth and dignity as human beings, and account for their strengths as well as their weaknesses.
5. Respect for Community/Environment - Scholars will work to improve their community, be conservative in their use of natural resources, understand and accept their role as a productive family member.

PK-8 VPA Enrichment Component

During the five-week Summer Enrichment Program the VPA Department will provide access to visual arts, dance, theatre, and music during the “Enrichment Activity” scheduled times on Monday, Tuesday, and Wednesday.

Based on enrollment and how the grade bands are divided, we will offer each band of the arts for the duration of five weeks. At the end of the five weeks, the scholars will have an opportunity to present, perform, and share their experiences in the arts.

Visual Arts

I. Visual Arts

1. Introducing the elements of the art as basic components of visual literacy.
2. Scholars develop skills in the use of art tools (graphite and colored pencils, crayons, watercolor and tempera paint, scissors, chalk, and clay) for self-expression and to distinguish between media when looking at works of art.
3. Scholars build knowledge of cultural diversity by exploring art from various cultures within the region while building art vocabulary through discussion of exhibitions and works of art.

II. Music

1. In music, scholars sing and play instruments, become aware of music in their daily experience, and learn about music from various cultures.
2. Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).
3. Scholars analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

III. Dance

1. Scholars perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe



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	<p>the movement, using the vocabulary of dance.</p> <ol style="list-style-type: none"> 2. Scholars apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance. 3. Scholars analyze the function and development of dance in the past and present cultures throughout the world, noting human diversity as it relates to dance and dancers. <p>IV. Theatre</p> <ol style="list-style-type: none"> 1. Scholars will learn to work with peers through guided drama experiences, identify characters and setting, understand the difference between real and imagined, use their voices and bodies as actors, express emotions, and participate in storytelling activities. 2. Scholars will learn to create characters through guided dramatic experiences, collaborate with peers through pantomime, tableau, and improvisation; create beginning elements of technical theatre; use the actor's tools; the individual creative process; use beginning theatre vocabulary; demonstrate physical acting, making personal connections to dramatic experiences; create short scenes, and begin to give and receive critiques. 3. Scholars will begin to explore the imagination through improvisation, creating character, and investigate costume and set design ideas in simple formats. <p>High School VPA Enrichment Component During the five-week Summer Enrichment Program, the VPA Department will provide access to visual arts, dance, theatre, and music during a one-hour block in both the AM and PM sessions on Monday-Thursday.</p> <p>Weekly Summer Enrichment VPA offerings for high school scholars will be slightly different than the PK-8 sessions. Due to scheduling, the AM/PM enrichment time for VPA will be the same format for flexibility options. Scholars will experience weekly pairings in Visual Arts/Music and Dance/Theatre.</p>	
<p>2021 - 2022</p>	<p>All curriculum in grades PK-12 will be aligned to the Ohio Learning Standards and the YCSD scope and sequences and will be grounded in grade-level expectations and standards. High-quality instructional materials will be utilized in all content. While instruction will focus on grade-level content, it will also consist of a blend of reviewing material previously learned and new material to ensure that all scholars' needs are being met.</p> <p>YCSD will continue to utilize Teacher Based Teams (TBTs), the framework and model throughout the year as a means of progress monitoring. YCSD teachers will continue to use grade-level assessments. Assessments will be formative, and summative through our assessment platforms and by scholar work. Scholar progress will continuously be monitored and addressed on a weekly basis. Any differentiation to instructional delivery or interventions will be discussed during</p>	<p>Budget ESSER, grant, and general funds will be used to support the academic needs of our scholars during the 2021-2022 school year.</p>



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grade-level TBTs.

Preschool

All Preschool scholars will be assessed using the Early Learning Assessment. This assessment utilizes a combination of data that is analyzed to determine scholars' developmental levels. The assessment provides data in the areas of social foundations, mathematics, science, social studies, language and literacy, physical well-being and motor development, and fine arts.

All Preschool scholars will be screened using the Ages and Stages 3 and the Ages and Stages Social Emotional inventories. Data collected from these screeners will be used to begin progress monitoring of all scholars. Any scholar at-risk will be re-screened within 6 months to determine developmental progress.

The Youngstown City School District Preschool Program offers an Early Learning Academy (E.L.A.) to be a bridge between preschool and kindergarten. This is to assist scholars with opportunities to develop fundamental skills needed for kindergarten and beyond. The program also promotes and reinforces social interaction and engagement which in turn, will build a strong foundation to extend early learning skills as well as second language skills. The classroom setting is developmentally appropriate and builds upon the skills needed for success in scholars' educational careers.

Kindergarten

The Kindergarten Readiness Assessment will be given to all kindergarten scholars for teachers to measure scholars' readiness for engaging with instruction aligned to the Ohio Learning Standards. Teachers will use this to inform instruction and tiered and targeted interventions for scholars.

K-3

All K-3 scholars will be assessed in the first weeks of school using the Acadience screener. This will inform teachers' progress monitoring schedules as scholars below grade level will be monitored every two weeks and all other scholars will be monitored adhering to a district-adopted progress monitoring calendar. This benchmark data and the *YCSD Decision Rules for Grades K-3* will then be used to inform intervention throughout the week for all scholars. Reading Improvement Monitoring Plans will be created and monitored for each scholar reading below grade level.

2-9

Scholars in grades 2-9 will take a benchmark assessment using the MindPlay reading program. MindPlay is an online educational software designed to assist scholars of all ages with their reading needs. This benchmark data and the *YCSD Decision Rules for Grades K-3* and the *YCSD Decision Rules for Grades 4-9* will then be used to inform interventions during the daily intervention period.



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	<p>K-12 The NWEA MAP will be used as a benchmark assessment for all scholars in grades 2-11 for reading and all scholars in grades K-11 in math. Scholars in grades 5, 8, and 9 will also take the science assessment. Teachers and Teacher Based Teams will utilize the benchmark data as well as the NWEA Learning Continuum to assess and meet scholars' specific learning needs.</p> <p>Expanding Opportunities: High Schools & Rayen Early College (REC) Middle School: Beginning in the 2021-22 school year, all scholars enrolled in Algebra I at Chaney, East, and REC 8th grade Algebra I will take Pre-AP Algebra I. All scholars enrolled in ELA I at Chaney, East, Youngstown Rayen Early College High School (YREC HS), and 8th grade ELA I at Rayen Early College Middle School (REC) will take Pre-AP ELA I. All scholars enrolled in ELA II at Chaney, East, and YREC HS will take Pre-AP ELA II. All scholars enrolled at YREC HS will take AP Language and Composition in 11th grade (in place of ELA III) and all enrolled 12th graders at YREC HS will take AP Literature and Composition (in place of ELA IV).</p> <p>Title I Teachers Additional Title I teachers will be hired to provide targeted ELA and math interventions to identified scholars. When not supporting scholars during the intervention block, Title I teachers will push into classrooms and support Tier I instruction and provide scaffolds for scholars when needed. Title 1 teachers will progress monitor their scholars on a regular basis. Data collected will be used when the Title 1 and classroom teachers collaborate and plan for weekly instruction.</p> <p>Scholars with Disabilities Building Special Education Supervisors will work with Intervention Specialists to review the progress of all scholars identified with a disability in respect to the progress they have made on their IEP goals. Related service personnel will be included as appropriate. IEP meetings will be held with parents in order to review goals and their accompanying objectives in addition to a review of other relevant data from district and classroom assessments to help the team determine any possible Recovery Services needed.</p> <p>Scholars with a Written Educational Plan All identified and served gifted scholars in grades 1-12 will be on a Written Education Plan (WEP) that will give detailed information on instructional goals aligned to the Ohio Learning Standards and describe curricular goals that will be differentiated (complexity, pace, breadth, depth) based on each individual scholar's needs. The Coordinator of Gifted Services and the teacher of record that serves each gifted scholar in the Math and/or Reading classroom will work collaboratively to create each scholar's plan using the SameGoal program. Subsequently, Written Education Plan Progress Reports will be mailed home each quarter to describe each child's progress toward the goals written in the WEP.</p>	
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Scholars identified as English Learners

Services and support for EL scholars will be assigned based on the results gained from the 2020 - 2021 OELPA, or for first-year EL scholars, the present year's OELPS. EL teachers and Educational Assistants are available to provide services to EL scholars both during small group interventions as well as core content classes, based upon the gathered data from these assessment results. EL teachers are responsible for creating appropriate groups of scholars, notifying parents of services, working with building administration to ensure coverage, supporting other staff members, and communicating schedules and support with the EL Coordinator.

Multi-tiered Systems of Support

The MTSS process will be used to progress monitor scholars deemed at-risk academically and/or behaviorally. Each school has identified members of its staff that will meet monthly to discuss scholar supports and progress. The team may meet more often if deemed necessary. Social workers, guidance counselors, and parent engagement coordinators are members of the MTSS teams as well to ensure that all stakeholders are involved in providing support to scholars.

Triage plans for Seniors/Credit Recovery Options for High School

The district will utilize the APEX learning platform to offer high school credit recovery for scholars who have previously failed a content-area course. Scholars are given time during their academic day to recover credit that is still necessary for graduation.

Senior scholars are monitored by teachers and school counselors throughout their senior year on performance and meeting graduation requirements for the state of Ohio. School Counselors begin the review in summer and meet with the scholar at least once (often multiple times) throughout the school year with an individualized plan to meet graduation. Scholars who are not meeting requirements through grades or are in need of a pathway are identified, provided updated plans, and monitored for the remainder of the school year. Collaboration with Choffin Career and Technical Center ensures scholars are able to complete pathways that fit with their academic performance and choice.

Training began during the 2020-2021 school year with teachers in core content subjects on the use of APEX learning tutorials. The purpose of unit recovery has been to allow scholars the opportunity to master content while simultaneously working to improve a failing grade earned during the first three quarters. Scholars are enrolled as they fail a quarter. During the 2021-2022 school year the district will continue to provide training and expand this unit recovery to all core subjects across the district. An additional expansion of unit recovery will extend to include the opportunity to use APEX tutorials for scholars who are failing a particular standard or lesson allowing for makeup and content mastery prior to a scholar failing the entire nine-week period.



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	<p>NWEA has partnered with APEX LMS to offer a link between NWEA data and tutorials. Teachers will have access to enroll their scholars in a course tutorial based on the RIT score from NWEA. This will allow for remediation of foundational skills through the use of tutorials.</p> <p>Scholars not meeting the competency scores on the OCBA for ELA 2 and Algebra 1 will be enrolled in an enrichment course that will utilize instruction through APEX OCBA tutorials and from content teachers prior to retaking the OCBA. Scholars will be placed in the semester course based on earned scores and in compliance with state guidance on providing remediation prior to retesting for competency.</p> <p>After School Academic Programs The district will run three, 10-week after-school sessions during the 2021-2022 school year. Formative and summative assessment data will be used to identify scholars in need of additional academic support. Scholars identified for each 10-week session will receive targeted instruction and interventions to help close the gaps in learning that they have. At the end of the 10-week session, data will be used to determine if the scholar will participate in the remaining after-school sessions for the year or if they will exit the program.</p> <p>Inclusive Practices & Teacher Teams During the 2020-21 school year the district has been engaged in a six-month professional development series entitled Access for ALL with teacher teams from each building composed of a general education teacher and Intervention Specialist. The intention is for these teams to take back this inclusion work to their buildings and replicate it with additional teams during the 2021-22 school year and beyond. Building principals have also been participants in this inclusive work so that some non-negotiables can be determined in regard to scheduling, common planning time, caseloads, etc.</p> <p>While this work is focusing initially on the inclusion of students with disabilities, it follows the OIP Five Step process that will help to meet the needs of all scholars as it is designed to create instructional plans that help teachers plan and teach to the edges.</p>	
<p>2022 - 2023</p>	<p>All Tier I instruction will be aligned to the ODE Learning Standards. Building leaders and instructional coaches will use the DLT walkthrough tools for literacy and math to monitor instruction and its alignment to the standards.</p> <p>Teacher Based Teams will continue to collaboratively analyze scholar data (DIBELS Acadience, MIndPlay, OCBA, and NWEA MAP) and will use the YCSD Literacy Decision Rules for Grades K-3 and 4-9 to inform Tier 2 and Tier 3 interventions.</p> <p>Scholars requiring special services and other support (SPED, EL, Gifted) will continue to receive individualized instruction and intervention aligned to their IEPs</p>	<p>Budget Remaining ESSER funds, grant, and general funds will be used to support the academic needs of our scholars during</p>



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	<p>and WEPs.</p> <p>The district will continue to provide teachers with professional development opportunities based on identified teacher and scholar needs, and aligned to the ODE-approved Reading Achievement Plan and the District's Strategic Plan.</p>	<p>the 2022-2023 school year.</p>
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Approaches to Identify Social & Emotional Needs & Approaches to Address Social and Emotional Need

<p>Impacted Students:</p>	<p><i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i></p>	
<p>Approaches & Removing/Overcoming Barriers</p>	<p><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></p>	
<p>Spring 2021</p>	<p>Each building will review scholars' documentation including grades, attendance, and behavior. Scholars who are exhibiting areas of concern will be referred to the appropriate team in the building (attendance team, Youth Advocates, MTSS, counselors, social workers, deans, etc.) in order to review the documentation, determine the root cause, and create an individualized plan to support the scholar.</p> <p>Buildings will continue to utilize the MTSS process. During the process, collaborative efforts of all school personnel, as well as integrated efforts between the school, family, and community, by accessing outside resources, as appropriate, with the common goal of the academic success of every scholar, will occur.</p> <p>The district will continue to utilize the PBIS framework to promote and celebrate positive behaviors in the school. This will promote the impact at the scholar's home by promoting positive behaviors there as well.</p> <p>The District will continue to partner with the Red Zone to provide mental health services to scholars who have been identified and referred for service.</p> <p>School Counselors and Social Workers will continue to provide scholars in grades PK-8 with weekly SEL lessons.</p> <p>All staff is encouraged to utilize Inner Explorer for 10-15 minutes each day. Inner Explorer provides daily mindfulness practice to teach</p>	<p>Budget</p>



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	<p>scholars the practical techniques to appropriately handle difficult emotions such as stress, anxiety, anger, and more.</p> <p>PK-8 elementary buildings that received a School Quality Improvement grant will continue their partnership with Mayerson’s Thriving Learning Communities™ (TLC). Mayerson’s Thriving Learning Communities™ (TLC) is a social and emotional learning (SEL) program through the lens of character strengths that empowers PK-12 school administrators and staff members to lead scholars through an understanding of the core SEL competencies of self-awareness, self-management, social awareness, relationship skills, and decision-making skills. New virtual resources for the 2020-21 school year includes comprehensive web-based, scholar-led SEL lessons, instructional character strength videos, and virtual SEL tools (e.g., discussion starters, Kahoot games, strength-spotting templates). Quarterly teacher and scholar surveys have been administered, analyzed, and shared with school leaders.</p>	
<p>Summer 2021</p>	<p>YCSD is aware of all of the benefits of visual performing arts in schools. Important now more than ever is the need to support the social and emotional needs of our scholars. Beginning in the summer of 2021, the district will enhance the visual performing arts programs and offer scholars exciting opportunities during our 5-week summer program. An additional one-week exploratory camp will be provided to scholars enriching their participation and social-emotional strengths through the arts.</p> <p>Benefits of Visual Performing Arts in the schools.</p> <ul style="list-style-type: none"> ● Arts programs help build self-confidence, leadership skills, enhance cognitive, motor, and social skills. ● Arts programs improve reading comprehension, and both verbal and non-verbal communication skills. ● Scholars increase their communication skills as they are taking stage directions from teachers, collaborating with peers, and working together toward a common goal. ● Scholars learn to explore outside of their comfort zone, appraise new situations, think outside the box, express their thoughts and ideas in a safe environment, solve problems, cope with performance and presentation fears, and build trust and self-reliance. ● Research indicates that involvement in the arts increases scholar engagement and encourages consistent attendance, and that drop-out rates correlate with scholar levels of involvement in the arts. ● Arts programs improve the language skills of scholars with learning disabilities and remedial readers. ● Performing arts teaches scholars about empathy, compassion, 	<p>Budget ESSER funds will be used to support the summer extended learning/enrichment program.</p>



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	<p>and how to express and understand their feelings and those of others.</p> <ul style="list-style-type: none"> • Arts programs are a really fun way for scholars to express themselves, their emotions, and explore and improve their unique talents. <p>The District began the implementation of Inner Explorer during the 2020-2021 school year. This program teaches mindfulness and is monitored by both counselors and teachers. Plans to embed the daily use of Inner Explorer with scholars attending summer school will enhance scholar practice and staff comfortability. Mindfulness is evidenced-based SEL and assists with self-regulation which will carry over to the 2021-2022 school year.</p> <p>Teachers will continue to utilize the PBIS matrix to include support of the three universal expectations of YCSD. Additionally, scholars' positive behaviors will continue to be supported and reinforced through tier one activities and incentives.</p> <p>Buildings will continue to utilize the MTSS process. During the process, collaborative efforts of all school personnel, as well as integrated efforts between the school, family, and community, by accessing outside resources, as appropriate, with the common goal of the academic success of every scholar, will occur.</p> <p>The District will continue to partner with the Red Zone to provide mental health services to scholars who have been identified and referred for service.</p> <p>Pending scholar enrollment in enrichment programming, data will be reviewed allowing counselors to run small groups with a focus on social-emotional learning. Topics will be chosen based on data collected with a focus on attendance, career development, organizational boot camps, time management, etc. Counselors will be able to utilize current software such as Naviance which promotes and encourages self-awareness.</p>	
<p>2021 - 2022</p>	<p>The district will participate in school-wide Threat Assessment training where teams will understand why school violence prevention is possible, be able to identify the four functions of school threat assessment, and know the elements of an effective school threat assessment program. Participants will also conduct a threat assessment inquiry, develop a case management plan, understand how information can be shared in threat cases, and gain practice working through threat scenarios. Buildings will continue to utilize the MTSS process. During the process, collaborative efforts of all school personnel, as well as integrated efforts between the school, family, and community, by accessing outside</p>	<p>Budget ESSER, grant, and general funds will be used to support the SEL needs of our scholars during the 2021-2022 school year.</p>



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	<p>resources, as appropriate, with the common goal of the academic success of every scholar, will occur.</p> <p>The District will continue to partner with the Red Zone to provide mental health services to scholars who have been identified and referred for service.</p> <p>The district was fully engaged in developing a sound Tier One PBIS program across the district, buildings and classrooms prior to the closure in March of 2020. While the work continued during the closure via a revision of our Universal Expectations to reflect our remote environment, it became clear to the district steering committee that it would be efficacious to circle back for a reboot of Tier One. In doing so, it will be the catalyst for the work surrounding Tiers Two and Three.</p> <p>Crisis Prevention Institute trained 23 district instructors during the summer in the skills to safely recognize and respond to the various behavioral situations that arise daily as well as crisis situations. The training includes:</p> <ul style="list-style-type: none"> ● Prevention & verbal de-escalation skills ● Disengagement safety techniques ● Trauma-informed training ● Physical intervention techniques <p>Instructors are able to train all staff in the district over the course of the next two years. Training is targeted to various staff dependent upon their role in the district.</p> <p>The district plans to add additional YOUCare Health Clinics during the year. The clinics will continue to provide our scholars and staff with access to full-service medical care. In addition, the clinics will begin to expand in order to provide scholars and staff with mental health supports and services.</p> <p>Counselors will work with scholars and families to develop individualized scholar success plans. Success plans will inform scholars on their progress through graduation academically and toward meeting their graduation pathway. Scholars meet a minimum of one time with their school counselor each year to discuss their success plans.</p> <ul style="list-style-type: none"> ● Triage plans will continue to be data driven and will create individualized plans for scholars to successfully complete their high school experience as well as create the appropriate plans for their post secondary interests. 	
<p>2022 - 2023</p>	<p>The district will engage in a thorough analysis of the initiatives of the 2021-2022 school year and make adjustments based upon the data, including adult implementation and scholar progress.</p>	<p>Budget Remaining ESSER funds, grant, and</p>



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		general funds will be used to support the SEL needs of our scholars during the 2022-2023 school year.
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