



Learning Recovery & Extended Learning Plan

District Name:	Lisbon Exempted Village Schools
District Address:	317 North Market Street Lisbon Ohio 44432
District Contact:	Joseph Siefke- Superintendent
District IRN:	045450

On February 9, 2021, Governor DeWine asked schools and districts to work with their communities and educational stakeholders to help students continue to advance academically and to make up for any learning that may have been lost or delayed due to the coronavirus pandemic and related disruptions.

“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”

Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day or instituting summer programs, tutoring, remote options, and other remedial or supplemental activities.

Plans should address, but are not limited to, the following key components:

- **Impacted Students:** How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
- **Needs Assessment:** How will schools and districts identify the needs of those students?
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
- **Approaches:** What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring, and remote options.)
- **Partnerships:** Which local and regional partners (such as Educational Service Centers, Information Technology Centers, libraries, museums, after-school programs, or civic organizations) can schools and districts engage in supporting student needs?
- **Alignment:** How can this plan reinforce and align to other district or school plans? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.

Each district or school should consider its unique needs and issues and prepare its plan in a way that responds appropriately and leverages the assets of its unique partners including their Educational Service Center and other regional and community-based partners. Each district or school should consider a wide range of representation and voices from district and community stakeholders in planning for learning recovery and extended learning opportunities.

The governor asked schools and districts to provide their plans to the public and General Assembly no later than April 1.

This template has been designed to assist districts in meeting and exceeding this requirement and in supporting their long-term instructional planning efforts. Please refer to the [Planning Support Document](#) at the end of this template for guiding questions and resources.

Questions, comments and concerns can be emailed to: ExtendedLearning@education.ohio.gov
[ODE's Planning for Extended Learning FAQ's](#)



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Identifying Academic Needs

Impacted Students:

How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?

Considerations:

- **Resources** (Existing and Needed)
- **Partnerships** (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)
- **Alignment** (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)
 - Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust)
- **Core Questions to Consider:**
 - What do students need to know?
 - How do we know if they've learned it?
 - How do we intervene for those students who have not learned it?
 - How do we extend other opportunities for those who have learned it?

Budget

Spring 2021

Lisbon Exempted Village School District Leadership Team reviewed 2020-21 fall and winter diagnostic scores, standards-based and traditional report card marks, attendance data, and individual classroom data to identify which students have been most impacted by the pandemic in terms of their learning progress. These students will be invited to participate in spring intervention programs.

Summer 2021

Lisbon Exempted Village School District Leadership Team will review 2020-21 fall, winter, and spring diagnostic scores, standards-based and traditional report card marks, attendance data, individual classroom data, and spring intervention program data to identify which students have been most impacted by the pandemic in terms of their learning progress. These students will be invited to participate in one of the 2021 summer programs.

2021 - 2022

Lisbon Exempted Village School District Leadership Team will review 2020-21 diagnostic scores, standards-based and traditional report card marks, attendance data, individual classroom data, spring intervention program data, and summer school data in addition to fall 2021 diagnostic data to identify which students have been most impacted by the pandemic in terms of their learning progress. These students will be invited to participate in 2021-2022 gap closing and intervention programs.



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<p>2022 - 2023</p>	<p>Lisbon Exempted Village School District Leadership Team will review 2020-2021 and 2021-22 diagnostic scores, standards-based and traditional report card marks, attendance data, individual classroom data, 2021-2022 intervention program data, and summer school data in addition to fall 2022 diagnostic data to identify which students have gaps in learning progress. These students will be invited to participate in 2022-23 intervention and enrichment programs.</p>	
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Approaches to Address Academic Gap Filling

<p>Approaches & Removing/Overcoming Barriers</p>	<p><i>What approaches will schools/districts use to fill learning needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i></p>	
<p>Considerations:</p> <ul style="list-style-type: none"> - Resources (Existing and Needed) - Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.) <ul style="list-style-type: none"> - Alignment with current OIP five-step processes (1-Identify Critical Needs, 2-Research and Select Evidence-Based Strategies, 3-Plan for Implementation, 4-Implement and Monitor, 5-Examine, Reflect, Adjust) - Core Questions to Consider: <ul style="list-style-type: none"> - What do students need to know? - How do we know if they've learned it? - How do we intervene for those students who have not learned it? - How do extend other opportunities for those who have learned it? 	<p>Budget</p>	
<p>Spring 2021</p>	<p>The Lisbon EVSD will implement a push-in and pull out Intervention program to assist students in K-5 in ELA and Math as Tier II and Tier III intervention based on DIBELS and Star Math assessments. Additionally, the after-school reading program for students in 1-5 assist students in their current coursework and skill building. Students in grades 6-8 receive intervention support and extensions daily during the school day. Additionally, students in grades 6-12, who demonstrate learning loss because of the pandemic, or who are credit deficient, participate in an after-school support program at the end of the school day. The aforementioned programs align with the Lisbon EVSD district goals, the district Literacy Plan, and the CCIP.</p>	



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Summer 2021	<p>To fill the learning needs identified by the Building Leadership Teams, the Lisbon EVSD will implement a variety of summer programs to help students meet grade level standards, recover credits, and close gaps. These programs will include ELA, Math and STEM curriculum, as well as high school specific credit recovery. These programs will be communicated with the entire school population, but identified populations who had the most learning loss because of the pandemic will be targeted. The aforementioned programs align with the Lisbon EVSD district goals, the district Literacy Plan, and the CCIP.</p>	
2021 - 2022	<p>To fill the learning needs identified by the Lisbon EVSD, we will implement a comprehensive Tier I reading curriculum in grades K-5 and a gap closing curriculum in grades K-12. The Lisbon EVSD will also offer after-school programs for students in reading and math. The aforementioned programs align with the Lisbon EVSD district goals, the district Literacy Plan, and the CCIP.</p>	
2022 - 2023	<p>The Lisbon EVSD will continue to implement a comprehensive Tier I reading curriculum in grades K-5 and a gap closing curriculum in grades K-12. The Lisbon EVSD will also offer after-school programs for students in reading and math. The aforementioned programs align with the Lisbon EVSD district goals, the district Literacy Plan, and the CCIP.</p>	



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Approaches to Identify Social & Emotional Needs

Impacted Students:	<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>	
Considerations: <ul style="list-style-type: none"> - <i>Resources</i> (Existing and Needed) - <i>Partnerships</i> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.) - <i>Alignment</i> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.) 		Budget
Spring 2021	Lisbon Schools Administrative and Counselor Teams reviewed office referrals, counseling referrals, truancy reports, and staff recommendations to identify which students have been most impacted by the pandemic in terms of their social/emotional needs. Programs will be specific and tailored to the students identified. All programs will align with Lisbon School District CCIP and Wellness plans.	
Summer 2021	Lisbon Schools Administrative and Counselor Teams reviewed office referrals, counseling referrals, truancy reports, and staff recommendations to identify which students have been most impacted by the pandemic in terms of their social/emotional needs. Programs will be specific and tailored to the students identified. All programs will align with the Lisbon School District CCIP and Wellness plans.	
2021 - 2022	Lisbon Schools Administrative and Counselor Teams reviewed office referrals, counseling referrals, truancy reports, and staff recommendations to identify which students have been most impacted by the pandemic in terms of their social/emotional needs. All programs will align with the Lisbon School District CCIP and Wellness plans.	
2022 - 2023	The Lisbon School District will partner with local ESCs, including The Columbiana County Educational Service Center to offer social and emotional support to students. All programs will align with the Lisbon School District CCIP and Wellness plans.	

Approaches to Address Social and Emotional Need





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Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs” (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
Considerations: <ul style="list-style-type: none"> - <i>Resources (Existing and Needed)</i> - <i>Partnerships (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</i> - <i>Alignment (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</i> 		Budget
Spring 2021	To support the social and emotional needs identified by the Lisbon Schools Administrative and Counselor Teams, Lisbon Schools has contracted with Travco Behavioral Health to provide services to students in grades 6-12, and the Red Zone at the Elementary school, to assist building administrators and guidance counselors in identifying students who were most impacted by the pandemic in terms of their social/emotional needs.	
Summer 2021	To support the social and emotional needs identified by the Lisbon Schools Administrative and Counselor Teams, Lisbon Schools will hire staff for a robust academic curriculum to work with students as part of the summer programs.	
2021-2022	To support the social and emotional needs identified by the Lisbon Schools Administrative and Counselor Teams, Lisbon School will implement the Asset Survey for grades 7,9,10. The OHYES survey for grades 7,8,11 and the Youth Truth Survey in grades 3,4,5 to gauge the social and emotional needs of the students coming out of summer break.	
2022-2023	To support the social and emotional needs identified by the Lisbon Schools Administrative and Counselor Teams, Lisbon School will implement the PAX curriculum in grades K-5 and the Antivirus Character Values program in grades 6-8.	