

# Learning Recovery & Extended Learning Plan

District Name:	<b>Bridgeport Exempted Village School District</b>
District Address:	<b>55781 National Road Bridgeport, OH 43912</b>
District Contact:	<b>Mr. Brent Ripley, Superintendent / Mrs. Leslie Kosanovic, Curriculum Coordinator</b>
District IRN:	<b>045237</b>

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](mailto:ExtendedLearning@education.ohio.gov)

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[ODE's Planning for Extended Learning FAQ's](#)

## Identifying Academic Needs



### Impacted Students:

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

### Considerations:

### Budget

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

**Bridgeport Summary - From March 2020 - May 2020 - On-site school ceased on Friday, March 13th / Teams immediately began to plan, access surveys were compiled, lessons were created, teacher training and lesson planning occurred / On Monday, March 23rd, the students resumed learning via online format and this resumed until the conclusion of the 2019-2020 SY. Due to reliable internet access issues and/or device issues, some students picked up learning packets. The pickup of these packets were coordinated with food service so they could pick up both breakfasts/lunches and the learning packets. Any that were left over were either picked up at a later date or delivered to the student's home. Most students were able to continue instruction with their teachers via the Zoom platform in whole group, small group and individual groupings as needed. Instruction resumed on Monday, March 23rd and continued in this format through the end of May. Materials, devices, completed work, etc. was dropped off to the school in an organized format as well.**

**Summer 2020 - The administration team continued to meet throughout the summer to examine the successes and areas of improvement and to explore the best learning delivery method for the upcoming school year. The decision was made to support the flipped classroom model so that students could access content even if they happened to be quarantined. It was also decided to not have Bridgeport staff support the 100% online students so they could devote attention to creating dynamic, flipped lessons. The administration team explored online options and decided to partner with the ECOESC to make available Edgenuity and Odysseyware to the students that were utilizing the 100% online option. Principals "met" with each parent that chose this option fully explaining the expectations and the process - parents signed agreements before any student was approved for this format.**

**2020-2021 - Note: During the 2020-2021 school year: Week 1 was a week of teacher preparation of flipped lessons and PD / Week 2 was a week of Parent and Student Orientation to the flipped format, Zoom, iPad meetings, etc. / Week 3 (Aug 31-Sept 4) students began 5-day in-seat. To date (3/19/21) there have been 28 weeks of school. The first two were preparation for teachers, students and parents. In summary, there have been 26 "regular" weeks for which Bridgeport EVSD has been 5-Day in seat for 22 /26 weeks, 2 /26 weeks were on-line and 2 / 26 weeks were hybrid. For the students that chose the 100% online option, BEVSD worked with the ECOESC to be a part of Edgenuity for grades K-3 and Odysseyware for grades 4-12. Currently there are 53 students that have remained with the On-line Program . Since the 100%**

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online students are still considered Bridgeport Students, the building principals receive progress reports weekly. Any students that are not pacing and performing at an acceptable level are contacted. The 100% online students that have IEPs are still working, via Zoom, with a Bridgeport intervention specialist.

## Spring 2021

After ongoing data analysis, our two main disaggregated groups of SWD and Economically Disadvantaged will continue to be a focus. However, after much discussion and further analysis regarding COVID-19 and those subsequent effects, we believe that our largest “unknown” and therefore the biggest concern are the students that have been taking their coursework 100% online and have been disengaged in their learning. The focus of this learning plan will lean heavily in providing equitable opportunities for which they can choose to take advantage. Of the 53 students that are currently online, we have identified 10%-15% that fit the definition of “disengaged learners in Bridgeport.”

Note: The opportunities that we have listed within this plan will be offered to all, however, emphasis will be given and the importance of taking advantage of the opportunities will be heavily reinforced for the disengaged learner group.

The following state tests have been administered (offered to all) this school year: 3rd Grade Fall ELA (highest percentage of proficient as compared to the last two years) / KRA - Plans were written for those not on track. Online students were offered diagnostics and also record reviews were completed. If academic needs were noted, interventions were sent to the online student's home to make the home learning coach aware of the need / Diagnostics were administered / HS Fall Testing was conducted / Alternate Assessment was conducted / Gifted Testing was conducted. ACT was offered to all juniors (100% of those eligible took the ACT)

OST will be conducted and all students (in district and online) will be scheduled to participate. Letters have been sent to all students that are still online letting them know the specific date/time of their OST(s). The principals have asked the secretaries to also give a reminder call to all online learners prior to any scheduled testing date/time. In addition, all students will receive one-call reminders and/or reminders via the district app. In addition, the schedules are listed on the website.

Measures in ELA (PreK-8 = IRLA Level in April) / Measures in Math (Final Math Assessment) / HS - Finals for the school year will give us more insight as to which students met/did not meet yearly benchmarks - ID the students that did meet it and those that did not. After analysis of the available data, intervention plans will possibly need to be created for those that did not.

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<p><b>Summer 2021</b></p>	<p><b>PreK-4</b> - Go Wild For Reading and Math - Summer Camp - Incentive to attend - earn a Field Trip - Transportation provided - This program runs Monday - Thursday from 9:00 - Noon the weeks of June 7-10, June 14-17 and June 21-24 (June 24th is field trip to a zoo). This program includes academics, yoga, snacks and crafts - all revolve around the animal theme. Students research an animal and become authors. They share their accomplishment with each other (and with Parent/Guardian/Grandparent/Etc on June 23rd)</p> <p><b>5-8</b> - Summer School (Targeted to those students that have shown little/no engagement in learning this school year) - Additional programming to be offered in the summer. Incentives will be given and transportation provided. The program is scheduled to run a total of six weeks. Materials for MS to be partially supported via the MS Striving Readers Grant The Middle School AHA (After School Hours Academy) - 21st Century Grant Program will continue to offer outreach and community field trip experiences for the students that are participating in that program. This program is offered in conjunction with the ECOESC.</p> <p><b>9-12</b> - Data analysis revealed specific needs in the areas of Alg. I and ELA - Credit Recovery Program to be offered in the summer. Incentives will be offered and transportation will be provided. The program is scheduled to run a total of six weeks.</p> <p>Note: Building principals are and will continue to be very involved in the recruitment of the online/not engaged in learning subgroup for the MS and the HS Summer Opportunities.</p>	
<p><b>2021 - 2022</b></p>	<p>Entering leveling of IRLA for Grades PreK - 8 for ELA / Savvas Math Assessment for students in grades K-8 / HS / Spring 2020 State Testing Data will be used (additional focus group will be the previous year's 100% online disengaged students). Taking into account the scores and teacher's evidence, interventions will be planned with specific formative progress checks along the way (at least 1x / 9 week period). This focus group's progress will be compared to that of the most closely matched peer group in order to measure progress.</p>	

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2022 - 2023	Will examine needs for this year after data is gathered and analyzed during the 2021-2022 SY in order to prudently assess for remaining gaps that are attributed to COVID.	
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## Approaches to Address Academic Gap Filling

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (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"> <li>- 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)</li> </ul> </li> <li>- <b>Core Questions to Consider:</b> <ul style="list-style-type: none"> <li>- What do students need to know?</li> <li>- How do we know if they’ve learned it?</li> <li>- How do we intervene for those students who have not learned it?</li> <li>- How do extend other opportunities for those who have learned it?</li> </ul> </li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	<p>After ongoing data analysis, our two main disaggregated groups of SWD and Economically Disadvantaged will continue to be a focus. However, after much discussion and further analysis regarding COVID-19 and those subsequent effects , we believe that our largest “unknown” and therefore the biggest concern are the students that have been taking their coursework 100% online <u>and</u> have been disengaged in their learning. The focus of this learning plan will lean heavily in providing equitable opportunities for which they can choose to take advantage. Of the 53 students that are currently online, we have identified 10% - 15% that fit the definition of “disengaged learners in Bridgeport.”</p> <p>Note: The opportunities that we have listed within this plan will be offered to all, however, emphasis will be given and the importance of taking advantage of the opportunities will be heavily reinforced for the disengaged learner sub-group.</p> <p>The following state tests have been administered (offered to all) this school year: 3rd Grade Fall ELA (highest percentage of proficient as compared to the last two years) / KRA / Diagnostics were administered / HS Fall Testing was conducted / Alternate Assessment was conducted / Gifted Testing was conducted. ACT was offered to all juniors (100% of those eligible took the</p>	

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	<p>ACT)</p> <p>OST will be conducted and all students (in district and online) will be scheduled to participate. Letters have been sent to all students that are still online letting them know the specific date/time of their OST(s). The principals have asked the secretaries to also give a reminder call to all online learners prior to any scheduled testing date/time. In addition, all students will receive one-call reminders and/or reminders via the district app. In addition, the schedules are listed on the website.</p> <p>Measures in ELA (PreK-8 = IRLA Level in April) / Measures in Math (Final Savvas Math Assessment / HS - Finals for the school year will help determine which students met/did not meet yearly benchmarks - ID the students that did meet it and those that did not. After analysis of the available data, intervention plans will possibly need to be created for those that did not.</p>	
<p><b>Summer 2021</b></p>	<p><b>PreK-4</b> - Go Wild For Reading and Math - Summer Camp - Incentive to attend - earn a Field Trip - Transportation provided - This program runs Monday - Thursday from 9:00 - Noon the weeks of June 7-10, June 14-17 and June 21-24 (June 24th is field trip to a zoo). This program includes academics, yoga, snacks and crafts - all revolve around the animal theme. Students research an animal and become authors. They share their accomplishment with each other (and with Parent/Guardian/Grandparent/Etc on June 23rd)</p> <p><b>5-8</b> - Summer School (Targeted to those students that have shown little/no engagement in learning this school year) - Additional programming to be offered in the summer. Incentives will be given and transportation provided. The program is scheduled to run a total of six weeks. The Middle School AHA (After School Hours Academy) - 21st Century Grant Program will continue to offer outreach and community field trip experiences for the students that are participating in that program. This program is offered in conjunction with the ECOESC.</p> <p><b>9-12</b> - Data analysis revealed specific needs in the areas of Alg. I and ELA - Credit Recovery Program to be offered in the summer. Incentives will be offered and transportation will be provided. The program is scheduled to run a total of six weeks.</p> <p>Note: Building principals are and will continue to be very involved in the recruitment of the online/not engaged in learning subgroup for the MS and the HS Summer Opportunities.</p>	

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<p><b>2021 - 2022</b></p>	<p>Entering leveling of IRLA for Grades PreK - 8 for ELA / Savvas Math Assessment for students in grades K-8 / HS / Spring 2020 State Testing Data will be used (additional focus group will be the previous year's 100% online disengaged students). Taking into account the scores and teacher's evidence, interventions will be planned with specific formative progress checks along the way (at least 1x / 9 week period). This focus group's progress will be compared to that of the most closely matched peer group in order to measure progress.</p> <p>In addition, prior years of analysis have shown that many student's begin to experience difficulties in mathematics, especially as it begins to get more abstract which typically begins in the middle school levels. To that regard, Bridgeport Schools will partner with the East Central ESC to hire a math specialist to work with targeted students at the middle school grade levels for the 2021-2022 SY. This teacher will work first with those in the targeted group (those that were online in the prior school year and were identified as disengaged). This teacher will work with the MS Principal and the Curriculum Coordinator to analyze the most current data/information and then will develop a rotation schedule that matches those students and will establish a data collection schedule for the 2021-2022 SY.</p> <p>Tier II supports will continue to be provided for those identified in the areas of ELA and Math from the K-8 levels.</p>	
<p><b>2022 - 2023</b></p>	<p>Will examine needs for this year after data is gathered and analyzed during the 2021-2022 SY in order to prudently assess for remaining gaps that are attributed to COVID.</p>	

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## Approaches to Identify Social & Emotional Needs

<b>Impacted Students:</b>	<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>
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<b>Considerations:</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, OIP, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>	

<b>Spring 2021</b>	<p>Bridgeport EVSD has both district staff as well as staffing through student services, Southeast Behavioral Health, Kendall Behavioral Health that provide support to both students and staff with social &amp; emotional needs. SE Staff are in place and in contact with students and parents/guardians (both inseat and online) to identify and to provide appropriate support in a timely and meaningful manner.</p> <p>District-wide Professional Development has been provided in prior years, as well as in the 2020-2021 SY specific to Trauma-Informed Care (TIC). A company called SoulBird was contracted to provide this professional development to staff throughout the current school year. A book entitled, <u>Fostering Resilient Learners - Strategies for Creating a Trauma-Sensitive Classroom</u> was provided to all staff members as a reference for the 2020-2021 SY. The district supported this through use of monies in the K-12 Wellness &amp; Success Funding Plan. In collaboration with the ECOESC, Southeast and Kendall Behavioral Health, additional staff was secured to support the SE needs of students (and staff). The data that was analyzed showed that an additional 258 students had direct impact from the additional staff members. In addition, programming was enhanced to include virtual prevention programs, additional SEL surveys, more grade levels for the <i>Signs of Suicide Program</i> and <i>Too Good for Drugs Program</i>. The Anti-Virus (Character Ed) Program was expanded at MS. The funding support for this came from the K-12 Prevention Education Initiative. Note: The Wellness and Success Funding has been extended for two more years, so the additional staffing supports and the expanded programming that they provide will continue in the Bridgeport EVSD.</p> <p>Referral Processes are in place as needs are noted by the staff. Those are then shared with the principal and appropriate support is offered/provided.</p> <p>Student Services also worked to provide programming in a virtual format as well.</p> <p>The school's DLT has this on the agenda as a discussion/planning point throughout the 2020-2021 SY. Programs that support the physical and mental health of staff have been added at the elementary school with plans to</p>	
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	<p>expand and continue.</p> <p>Community resources are also available on the district website.</p>	
<b>Summer 2021</b>	The summer programming will continue the school - student connections.	
<b>2021 - 2022</b>	The DLT will meet in May 2021 to analyze data and to discuss and prioritize our needs for the upcoming SY. This discussion will look at the Social Emotional Needs of students and of staff. Note: Staff supports have already started at the elementary level and counseling supports are also available to any student or staff member.	
<b>2022 - 2023</b>	Will examine needs for this year after data is gathered and analyzed during the 2021-2022 SY in order to prudently assess for remaining gaps that are attributed to COVID.	

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## Approaches to Address Social and Emotional Need

<b>Approaches &amp; Removing/Overcoming Barriers</b>	<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>	
<b>Considerations:</b> <ul style="list-style-type: none"> <li>- <b>Resources</b> (Existing and Needed)</li> <li>- <b>Partnerships</b> (Local/Regional, ESC, ITC, libraries, museums, after-school programs, civic organizations, etc.)</li> <li>- <b>Alignment</b> (Other District/School Plans, Wellness and Success plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans, student success plans, etc.)</li> </ul>		<b>Budget</b>
<b>Spring 2021</b>	<p>Bridgeport EVSD has both district staff as well as staffing through student services, Southeast Behavioral Health, Kendall Behavioral Health) that provide support to both students and staff to support social &amp; emotional needs. Staff are in place and in contact with students and parents/guardians and do their very best to identify and to provide appropriate supports in a timely and meaningful manner.</p> <p>Referral Processes are in place as needs are noted by the staff. Those are then shared with the principal and appropriate support is offered/provided.</p> <p>Summaries of services, students’ impacted, etc. are provided for the administrative staff and the DLT annually. Regarding the day-to-day needs that may arise, such as transportation needs, etc. that need is usually taken care of by one of the counselors, building principals and/or school counselor. If barriers are noted, they are then discussed and solutions are garnered and delivered.</p> <p>Students are provided prevention education services and counseling services via Belmont Co. Student Services. Belmont Co. Student Services provided two Licensed Social Workers that serve all three buildings in Bridgeport Schools. In class topics that are delivered include: Red Flags, Responsible Social Values, Relationships Under Construction, Too Good For Drugs (Grade K-6), Signs of Suicide, Girls Circle and other Mindfulness/Mental Health Groups. These two LSWs also provide short-term and long-term one-on-one assistance to students that are identified with this need. When the students were remote, programs were shifted to this format. The referrals were made by a variety of people, some of which include: guidance counselor, parent, prevention specialist, principal, school-based therapist, school nurse, school secretary, self-referrals and teachers. If more assistance is needed, these students are then referred to School Based Therapists. Bridgeport has two SBTs. The SBTs receive referrals for services from student services, building principals, district’s guidance counselor or other outside agencies. Once this referral is made, the child is evaluated and begins school-based therapy services, As needed, the therapist will refer to</p>	

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	<p>case management, psychiatric services or other outside agencies. The therapist will also refer a child to complete an emergency psychiatric evaluation if necessary, at a local hospital. The SBTs are in continuous communication with parents/guardians and provide strategies, tools and assistance with behaviors in the home when needed. When students were virtual, so were these services. Currently, our SBTs have active cases at all three buildings.</p>	
<b>Summer 2021</b>	<p>Summer Programming will provide another opportunity for positive student-staff-parent interactions.</p>	
<b>2021-2022</b>	<p>The DLT will meet in May 2021 to analyze data and to discuss and prioritize our needs for the upcoming SY. This discussion will look at the Social Emotional Needs of students and of staff. Note: Staff supports have already started at the elementary level and counseling supports are also available to any staff member.</p>	
<b>2022-2023</b>	<p>Will examine needs for this year after data is gathered and analyzed during the 2021-2022 SY in order to prudently assess for remaining gaps that are attributed to COVID.</p>	