



Learning Recovery & Extended Learning Plan

District Name:	Three Rivers Local Schools
District Address:	401 N. Miami Ave Cleves, Ohio 45002
District Contact:	Mark Ault, Superintendent
District IRN:	047399

Identifying and Addressing Academic Needs

Spring 2021	Teachers and staff will be using diagnostic tools such as NWEA MAP, DIBELS, ESGI, ODE Benchmark Assessments, as well as local assessments to determine the students' mastery of the grade level standards during the FY 21 school year. Students will be recommended to participate in the multitude of activities to keep students engaged and learning during the typical summer slide of learning.
Summer 2021	Students who voluntarily participate in Summer Intervention and Enrichment activities will be given informal, formative assessments to guide the learning for the tutoring and academic sessions being held. The majority of intervention services will be performed by Three Rivers staff. Partnerships with COSI, Classroom Antics, the Cincinnati Museum Center, and local youth organizations will support the summer learning program. Transportation will be provided. Parents of the neediest students will be given priority in scheduling summer programs. Credit recovery programs will be offered to all Taylor HS students. A new student data dashboard will be used to monitor the progress of all students' academic progress and engagement. Teachers will have the opportunity to work in Teacher-Based Team formats to re-evaluate and adjust curriculum maps, instructional plans, and assessments.
2021 - 2022	Three times per year students will be given the above-mentioned District Screening measures. In between measures, local assessments and online curricular programs will be used to determine gaps and just in time learning needed at the student's current level of instruction. New curricular materials will be utilized to better engage students and align with state academic standards. Current staffing levels will be maintained to ensure students receive the highest quality of instruction. Summer intervention and enrichment will be continued during summer FY22.
2022 - 2023	Three times per year students will be given the above-mentioned District Screening measures. In between measures, local assessments and online curricular programs will be used to determine gaps and just in time learning needed at the student's current level of instruction. New curricular materials will be utilized to better engage students and align with state academic standards. Current staffing levels will be maintained to ensure students receive the highest quality of instruction.



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Identifying and Addressing Social and Emotional Needs

Spring 2021	Planning is occurring in each building to review and enhance the MTSS process. The role of the facilitator will be expanded to include a more active role for coordinators and counselors along with administrators and teachers. The number of counselors will remain consistent. This will allow for a more efficient system to get students the resources and services needed across the MTSS.
Summer 2021	Planning is occurring in each building to review and enhance the MTSS process. The role of the facilitator will be expanded to include a more active role for coordinators and counselors along with administrators and teachers. This will allow for a more efficient system to get students the resources and services needed across the MTSS. Staff will be available to continue groups and services for students during the summer. Small groups for SEL and academics will be utilized.
2021-2022	Implementation of the reinvigorated MTSS will be done during the beginning of the 201-22 school year. Process checks for screening tools, protocols and resources will be done for all members of MTSS. Staffing will be maintained for school counselors and other outside contracts reviewed to make sure all student needs are met.
2022-2023	The new process and plans for MTSS will be reviewed and modified before the 2022-23 school year. Additional resources could be utilized depending on student need.



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PROFESSIONAL LEARNING NEEDS

Professional Learning	<p>Professional learning will continue based on the needs as presented in the One Needs Assessment. These professional learning needs include:</p> <ul style="list-style-type: none">• Highly effective instructional strategies (including differentiation)• Standards-aligned rigorous curriculum across grades/courses (especially mathematics)• Standards-based assessments and data used to drive instruction• Vertically aligned writing instruction with common rubrics• Effective MTSS utilizing effective interventions• Improving school climate through inclusive practices
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Budget for ESSER and ESSER 2.0 Federal Funds available upon request.