



Washington-Nile Learning Recovery and Extended Learning Plan

District Name:	Washington-Nile Local School District
District Address:	15332 US Hwy 52 West Portsmouth, Ohio 45663
District Contact:	Tony Bazler, Superintendent
District IRN:	049650

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.



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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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Learning Recovery & Extended Learning Plan	
Identifying Academic Needs	
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>
Spring 2021	<p>Portsmouth West Elementary:</p> <ul style="list-style-type: none"> • Special Education Progress Reports • Updated ETR testing, IEP present levels of performance • Reading Improvement and Monitoring Plan (RIMP) results • Performance on district assessments (STAR, Heggery, Foundations, Wilson, Curriculum Assessments, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) • Assessment Grids • Item analysis of district assessments on Fall Third Grade OAA • Early Learning Assessment for preschoolers and their curriculum based assessment. • KRA Data <p>Portsmouth West Middle School:</p> <ul style="list-style-type: none"> • Special Education Progress Reports • Updated ETR testing, IEP present levels of performance • Reading Improvement and Monitoring Plan (RIMP) results • Performance on district assessments (STAR, Wilson, Curriculum Assessments, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) • Assessment Grids <p>Portsmouth West High School:</p> <ul style="list-style-type: none"> • Special Education Progress Reports • Updated ETR testing, IEP present levels of performance • Pass/Fail data for grades 9-12 disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) • High School student credits disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) • Performance on district assessments (STAR, Curriculum Assessments, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) • AP and/or College Credit Plus enrollment and grades • Performance on ACT



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<p>Summer 2021</p>	<p>Portsmouth West Elementary:</p> <ul style="list-style-type: none"> • Performance on Ohio State Tests • Item analysis of Ohio State Test results • Brigance Inventory for preschoolers <p>Portsmouth West Middle School:</p> <ul style="list-style-type: none"> • Performance on Ohio State Tests • Item analysis of Ohio State Test results <p>Portsmouth West High School:</p> <ul style="list-style-type: none"> • Performance on Ohio State Tests • Item analysis of Ohio State Test results • Performance on ACT
<p>2021-2022</p>	<p>Portsmouth West Elementary:</p> <ul style="list-style-type: none"> • Special Education Progress Reports • Updated ETR testing, IEP present levels of performance • Reading Improvement and Monitoring Plan (RIMP) results • Performance on district assessments (STAR, Heggery, Foundations, Wilson, Curriculum Assessments, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) • Assessment Grids • Item analysis of district assessments on Fall Third Grade OAA • Early Learning Assessment for preschoolers and their curriculum based assessment. • KRA Data <p>Portsmouth West Middle School:</p> <ul style="list-style-type: none"> • Special Education Progress Reports • Updated ETR testing, IEP present levels of performance • Reading Improvement and Monitoring Plan (RIMP) results • Performance on district assessments (STAR, Wilson, Curriculum Assessments, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) • Assessment Grids <p>Portsmouth West High School:</p> <ul style="list-style-type: none"> • Special Education Progress Reports • Updated ETR testing, IEP present levels of performance • Pass/Fail data for grades 9-12 disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) • High School student credits disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) • Performance on district assessments (STAR, Curriculum Assessments, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.) • AP and/or College Credit Plus enrollment and grades • Performance on ACT



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2022-2023	<p>Portsmouth West Elementary:</p> <ul style="list-style-type: none">• Special Education Progress Reports• Updated ETR testing, IEP present levels of performance• Reading Improvement and Monitoring Plan (RIMP) results• Performance on district assessments (STAR, Heggery, Foundations, Wilson, Curriculum Assessments, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)• Assessment Grids• Item analysis of district assessments on Fall Third Grade OAA• Early Learning Assessment for preschoolers and their curriculum based assessment.• KRA Data <p>Portsmouth West Middle School:</p> <ul style="list-style-type: none">• Special Education Progress Reports• Updated ETR testing, IEP present levels of performance• Reading Improvement and Monitoring Plan (RIMP) results• Performance on district assessments (STAR, Wilson, Curriculum Assessments, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)• Assessment Grids <p>Portsmouth West High School:</p> <ul style="list-style-type: none">• Special Education Progress Reports• Updated ETR testing, IEP present levels of performance• Pass/Fail data for grades 9-12 disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)• High School student credits disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)• Performance on district assessments (STAR, Curriculum Assessments, etc.) disaggregated by subgroups (SWD, ED, Gifted, ELL, etc.)• AP and/or College Credit Plus enrollment and grades• Performance on ACT
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Approaches to Address Academic Gap Filling	
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>Portsmouth West Elementary: Portsmouth West Elementary has returned to five day a week, in-person learning. Multi-tiered Systems of Supports have been put into place to strengthen and intensify core instruction and remediation.</p> <p>Portsmouth West Middle School: Portsmouth West Middle has returned to five day a week, in-person learning. Supports have been put into place to strengthen and intensify core instruction and remediation.</p> <p>Portsmouth West High School: Portsmouth West High School has returned to five day a week, in-person learning. Supports have been put into place to strengthen and intensify core instruction and remediation.</p>
Summer 2021	<p>Portsmouth West Elementary: <i>Senator Summer Camp</i></p> <ul style="list-style-type: none"> • 5 week extended learning time • Certified Teachers • MTSS • District Curriculum and Intervention Material • District Data Tools • Transportation provided • Lunch provided <p>Portsmouth West Middle School: <i>Senator Summer Camp</i></p> <ul style="list-style-type: none"> • 5 week extended learning time • Certified Teachers • MTSS



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	<ul style="list-style-type: none"> • District Curriculum and Intervention Material • District Data Tools • Transportation provided • Lunch provided <p>Portsmouth West High School: <i>Senator Summer Camp</i></p> <ul style="list-style-type: none"> • 5 week extended learning time- Credit Recovery • Certified Teachers • District Curriculum and Intervention Material • District Data Tools • Transportation provided • Lunch provided
<p>2021-2022</p>	<p>Portsmouth West Elementary:</p> <ul style="list-style-type: none"> • Extended Learning Hours in partnership with the SCOESC- <i>After School Program</i> • Licensed ODE Preschool Program with SCOESC- Child Development Center Program • Extended School Year Services provided by SCOESC for SWD as determined by the IEP team. <p>Portsmouth West Middle School:</p> <ul style="list-style-type: none"> • Extended Learning Hours in partnership with the SCOESC- <i>After School Program</i> • Digital Academy in Partnership with SCOESC grades 6-12 • Extended School Year Services provided by SCOESC for SWD as determined by the IEP team. <p>Portsmouth West High School:</p> <ul style="list-style-type: none"> • Extended Learning Hours in partnership with the SCOESC- <i>After School Program</i> • Digital Academy in Partnership with SCOESC grades 6-12 • Extended School Year Services provided by SCOESC for SWD as determined by the IEP team.
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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>
Spring 2021	<p>Portsmouth West Elementary:</p> <ul style="list-style-type: none"> • ASQ-SE • Data from counseling services utilized • District created survey • Foster Care Data • Homeless Data • Chronic Absenteeism • Referrals/reports to CPS <p>Portsmouth West Middle School:</p> <ul style="list-style-type: none"> • OHYES! • Data from counseling services utilized • District created survey • Foster Care Data • Homeless Data • Chronic Absenteeism • Referrals/reports to CPS • Juvenile Court Data <p>Portsmouth West High School:</p> <ul style="list-style-type: none"> • OHYES! • Data from counseling services utilized



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	<ul style="list-style-type: none"> • District created survey • Foster Care Data • Homeless Data • Chronic Absenteeism • Referrals/reports to CPS • Juvenile Court Data • Drastic Drops in GPA
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<p>2022-2023</p>	<p>Portsmouth West Elementary:</p> <ul style="list-style-type: none"> • ASQ-SE



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- Data from counseling services utilized
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Approaches to Address Social & Emotional Needs	
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>
Spring 2021	<p>Portsmouth West Elementary:</p> <ul style="list-style-type: none"> • Crisis Prevention Intervention training for de-escalation with SCOESC • PBIS Implementation • Focus 3 • Partnership with Shawnee Family Services Counseling • PATHS Program <p>Portsmouth West Middle School:</p> <ul style="list-style-type: none"> • Crisis Prevention Intervention training for de-escalation with SCOESC • PBIS Implementation • Focus 3 • Partnership with Shawnee Family Services Counseling • PATHS Program <p>Portsmouth West High School:</p> <ul style="list-style-type: none"> • Crisis Prevention Intervention training for de-escalation with SCOESC • PBIS Implementation • Focus 3 • Partnership with Shawnee Family Services Counseling • GRIT Life Skills
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	<ul style="list-style-type: none"> • Focus 3 • Partnership with Shawnee Family Services Counseling • PATHS Program <p>Portsmouth West Middle School:</p> <ul style="list-style-type: none"> • Crisis Prevention Intervention training for de-escalation with SCOESC • PBIS Implementation • Focus 3 • Partnership with Shawnee Family Services Counseling • PATHS Program <p>Portsmouth West High School:</p> <ul style="list-style-type: none"> • Crisis Prevention Intervention training for de-escalation with SCOESC • PBIS Implementation • Focus 3 • Partnership with Shawnee Family Services Counseling • GRIT Life Skills
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	<ul style="list-style-type: none"> • PBIS Implementation • Focus 3 • Partnership with Shawnee Family Services Counseling • GRIT Life
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Academic Planning	
Determining Academic Needs	<p><i>How will instructional needs be determined?</i></p> <ul style="list-style-type: none"> • Performance on assessments • District MTSS Process and Universal Screeners • Use of the OIP Process- DLT/BLT/TBT • Gap Analysis for ELA, Math, Science, and Social Studies • Prioritize Literacy and Math • Prioritize Ohio’s Learning Standards • Rising Kindergarteners- These students have spent a significant portion of their life in a pandemic environment. Identify/address needs they have as they enter kindergarten in Fall 2021
Filling Academic Gaps	<ul style="list-style-type: none"> • Use existing OIP Process, curriculum, and intervention. • MTSS • Extended Learning- After-School Program • Partnership with SCOESC and SST 15 • Data-based decision making- BLT/TBT, Assessment Grids • Vertical and horizontal TBTs • Coordination with relevant partners to support Literacy, Math- SCOESC, tutors, Shawnee State University Project Bear • Family Education Events
Determine Competency	<ul style="list-style-type: none"> • Utilize District and Building Assessment Plans • Utilize Assessment Grid data and OIP Process- DLT/BLT/TBT • Utilize W-N Grading/Promotion/Retention Policy



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Social & Emotional Needs	
Determining Social Emotional Needs	<p><i>How will instructional needs be determined?</i></p> <ul style="list-style-type: none"> • SEL Screeners • District MTSS Process • Use of the OIP Process- DLT/BLT/TBT • Integrate, coordinate, and align with relevant partners to support this work- SCOESC, SST 15, ADAMHS Board, Health Care Stakeholders, Behavioral Health, Social Services • ASQ-SE Data
Addressing Social and Emotional Needs	<ul style="list-style-type: none"> • MTSS • PATHs Program • PBIS • Focus 3
Determine Competency	<ul style="list-style-type: none"> • Utilize District and Building Assessment Plans • Utilize Assessment Grid data and OIP Process- DLT/BLT/TBT • Utilize W-N Grading/Promotion/Retention Policy



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Professional Learning Needs	
Professional Learning Needs	<ul style="list-style-type: none">• Implement W-N Professional Development Plan and Matrix (DLT developed in alignment with district improvement plan and One Needs Assessment/EDSTEPS).• Utilize W-N Instructional Coaches for training and job embedded professional development.• PATHS Program Training• Trauma Informed Care Training- partner with Shawnee Family Health Center and Hopewell Family Health Center